



Michigan Department of Education  
Office of Field Services

AYP WORKSHOP

AGENDA

- I. Welcome & Introduction
- II. Overview of Adequate Yearly Progress
  - History
  - Michigan's AYP formula for *No Child Left Behind*
  - Components of AYP
- III. AYP Formula for 2002-2003
  - Sample Calculation for a School
  - Discussion of specific elements in the formula
- IV. Consequences Resulting from Failure to meet AYP
- V. AYP for 2001-2002
  - How AYP will be calculated this year
  - Basic elements available for this year's calculation
  - 2001-2002 AYP report
- VI. Transition to the Full Implementation of the AYP Formula
  - Consequences during the period of transition to the full formula
- VII. School Improvement Planning
- VIII. Questions and Answers

## **Frequently Asked Questions about Adequate Yearly Progress (AYP)**

### **1. Will Adequate Yearly Progress (AYP) be calculated for every school in the state?**

Yes. All public schools and public school academies will receive an annual adequate yearly progress report whether or not they are Title I schools. A school's AYP may have a direct impact on its grade in *Education YES!*; however, only Title I schools are subject to No Child Left Behind consequences.

### **2. What are the requirements for a *school* to make AYP?**

A school must test 95% of its students in total and in each required subgroup. The school must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category of achievement by 10% ("safe harbor"). In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools. These achievement goals must be reached for each subgroup that has at least 30 students in the group.

### **3. What are the requirements for a *district* to make AYP?**

The district must test 95% of the students in total and in each required subgroup. The district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category of achievement by 10% ("safe harbor"). In addition, the district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools. These achievement goals must be reached for each subgroup that has at least 30 students in the group. Subgroups are figured for the district's AYP. *Education YES! grades are only given to schools and may be affected by AYP results.*

### **4. What are the required subgroups for No Child Left Behind?**

The required subgroups are economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. These are reported separately when at least 30 students in a subgroup are tested on any MEAP assessment.

### **5. Are Limited English Proficient (LEP) students held to the same expectations as other subgroups for the AYP requirements?**

Limited English Proficient (LEP) students are held to the same standard as the other subgroups identified by NCLB legislation. All subgroups must meet the target achievement goal or reach the "safe harbor" standards in order to meet the AYP requirements.

**6. Can a district make AYP when some Title I schools in the district do not make AYP in all subgroups?**

Yes. The district's AYP status is based on the same formula, but is applied to the aggregate data of the district's Title I schools. The district will receive AYP reports for both Title I and non-Title I schools.

**7. How are the percentages of students who met or did not meet the proficient level of achievement on the MEAP tests determined?**

For MEAP tests with four levels of achievement, levels one and two (exceeds or meets state standards) are added together to form the proficient category. Levels three and four (basic and apprentice) are added together to form the non-proficient category.

For MEAP tests with three levels of achievement, the top level is the proficient category of achievement. Levels two and three are added together to form the non-proficient category.

**8. Where will schools that do not have grade levels tested by MEAP get their AYP?**

When only one school feeds into another school, AYP will be assigned from the receiving school to the feeder school. The feeder school will have an opportunity to appeal the assigned AYP if the feeder school has other appropriate assessment data. When there are multiple feeder schools, the district may assign the AYP status based on the MEAP results from the receiving school. Beginning in 2004-05, this will only affect K-2 buildings since all other grades will be taking the MEAP.

**9. How will small schools with less than 30 students taking the MEAP receive an AYP?**

In order to determine AYP, small schools will average the results of students in each category at each grade level tested over 2 or 3 years until the number of 30 tested is reached.

**10. Are attendance and graduation rates being included as criteria in the AYP Reports for 2001-2002?**

No. Attendance and graduation rates will not be used as criteria in the AYP reports for 2001-2002; however, they will be used in the AYP reports for 2002-2003 and thereafter.

**11. If a school has been opened within the last year, where will the school get its AYP status?**

If the school does not make the target achievement percentage, the school will receive an AYP advisory for the first year only. It will not have an official AYP determination until two years of data have been accumulated for that school.

**12. For what core subjects will AYP be computed this year?**

Only reading and mathematics will be included in the 2001-2002 AYP report. For 2002-2003, AYP will be computed for English language arts and mathematics at elementary, middle and high schools.

**13. Do all students have to take the MEAP test?**

All students must take the MEAP test or an alternative assessment that is part of the state's assessment system.

**14. What does the 95% testing requirement mean?**

Ninety-five percent of the students enrolled in each grade level tested must be tested on the MEAP or an alternative assessment that is part of the state's assessment system.

**15. How is the 95% of the enrollment determined?**

The Michigan Department of Education will select a date during the testing window as the official enrollment count date. Ninety-five percent of the students enrolled on that date must take the MEAP assessments or specified alternative assessments.

**16. Will the 95% enrollment requirement be used in determining the 2001-2002 AYP report?**

No. It will take effect in 2002-2003.

**17. How is a school identified for improvement?**

Failing to make AYP for two consecutive years in either reading or mathematics will result in a school being identified for improvement.

**18. How does a school that has been identified for improvement become no longer identified?**

A school must meet AYP requirements for two years in a row.

**19. Under what circumstances may a district or public school academy delay the implementation of consequences required by NCLB as a result of failure to make AYP?**

A district or public school academy may delay the implementation of a consequence for a period not to exceed one year if the school makes AYP for one year.

**20. How does a district determine how much to spend per student for supplemental educational services and transportation?**

The district must divide its Title I allocation by the census poverty count to get a per pupil amount. A district is not required to use more than 20% of its Title I allocation for supplemental educational services and transportation.

**21. Where does the district find its census poverty count?**

The census poverty count for every district is listed on the Office of Field Services website. Go to <http://www.michigan.gov/mde>. Click on “keywords” at the top of the screen. Click on OFS allocations for 2002-03. Click on Title I, Part A. Look for your district and find the column for census poverty count.

**22. Where does a school get its building AYP report?**

All AYP reports are sent to the district superintendent’s office.

**23. Who do we contact if we have questions about the information on our AYP report?**

Contact your regional consultant in the Office of Field Services, Michigan Department of Education.

**24. Will the AYP report be available to the public?**

The districts and public school academies have thirty days to appeal the AYP report if it appears to be incorrect. Once all of the corrected AYP information is sent to Washington, then it will be posted on the Michigan Department of Education website.

Insert MDE logo here?

## 2001-2002 Adequate Yearly Progress Report

##### *Happy School District*

**Instructions for Certification/Appeals/Contact Information Boxes:** The superintendent/public school academy director/authorized official of the district or public school academy is to complete and sign the certification or appeal box. The person responsible for updating the Adequate Yearly Progress report is to complete and sign the contact information box.

**Certification: (Do not sign this section if you are appealing an AYP determination.)**

I certify that the information submitted in this report contains the most accurate data available to the district.

Signature of Superintendent/PSA  
Director or Authorized Official

Date

Typed Name

Telephone (Area Code/Local Number)

**Contact Information:**

Person responsible for updating Report:

Title:

Phone:

Fax:

**Appeal: (Do not sign this section if you have signed the Certification)**

I am appealing the Adequate Yearly Progress (AYP) determinations made by the Michigan Department of Education (MDE) for the schools indicated by a checkmark in the Appeals section of the AYP report. The appeal process is:

- (1) The district/PSA is to return this report to the MDE within 30 days of the date the AYP report was received at the district.
- (2) A description is submitted with the AYP report of the reasons why the district/PSA believes the AYP determination is in error, including supporting evidence that the school is making adequate achievement gains based on other academic assessment data or indicators.
- (3) MDE will review the reasons and evidence submitted to determine their validity and evaluate the submitted achievement data.
- (4) MDE will notify the school district regarding its final determination within 30 days of receipt of the appeal.

Signature of Superintendent/PSA director or Authorized Official

Typed Name of Superintendent/PSA Director or Authorized Official

Telephone (Area Code/Local Number)

Date

**Note:** Complete the Contact Information section of this document. Complete and sign the Certification section of this document if you agree with the AYP determinations. If you are appealing one or more of the AYP determinations, complete and sign the Appeal section of this document. This signed page must be returned with the original AYP report pages. If applicable, include the requested appeal documentation (See No. 2 in the Appeal box.) Make a copy of all documents for your records.

# Adequate Yearly Progress Section

- A     AYP Flow Chart for All Students**
- B     AYP Flow Chart for Subgroups**
- C     Chart of AYP Consequences**
- D     AYP Narrative Text**
- E     Set Aside Chart**
- F     AYP Transition Chart**
- G     2000-01 AYP Report**
- H     2001-02 AYP Report**
- I     Legislative Reference for Parent Notification  
      Sample Letters to Parents:**
- J     Phase II - Schools Identified for Improvement**
- K     Phases III-V - Schools Identified for Improvement**
- L     Checklist - Schools Identified for Improvement  
      (Phases I and II)**
- M     Checklist - Schools Identified for Corrective Action**
- N     Checklist - Schools Identified for Restructuring**
- O     Description of Michigan's AYP Formula**

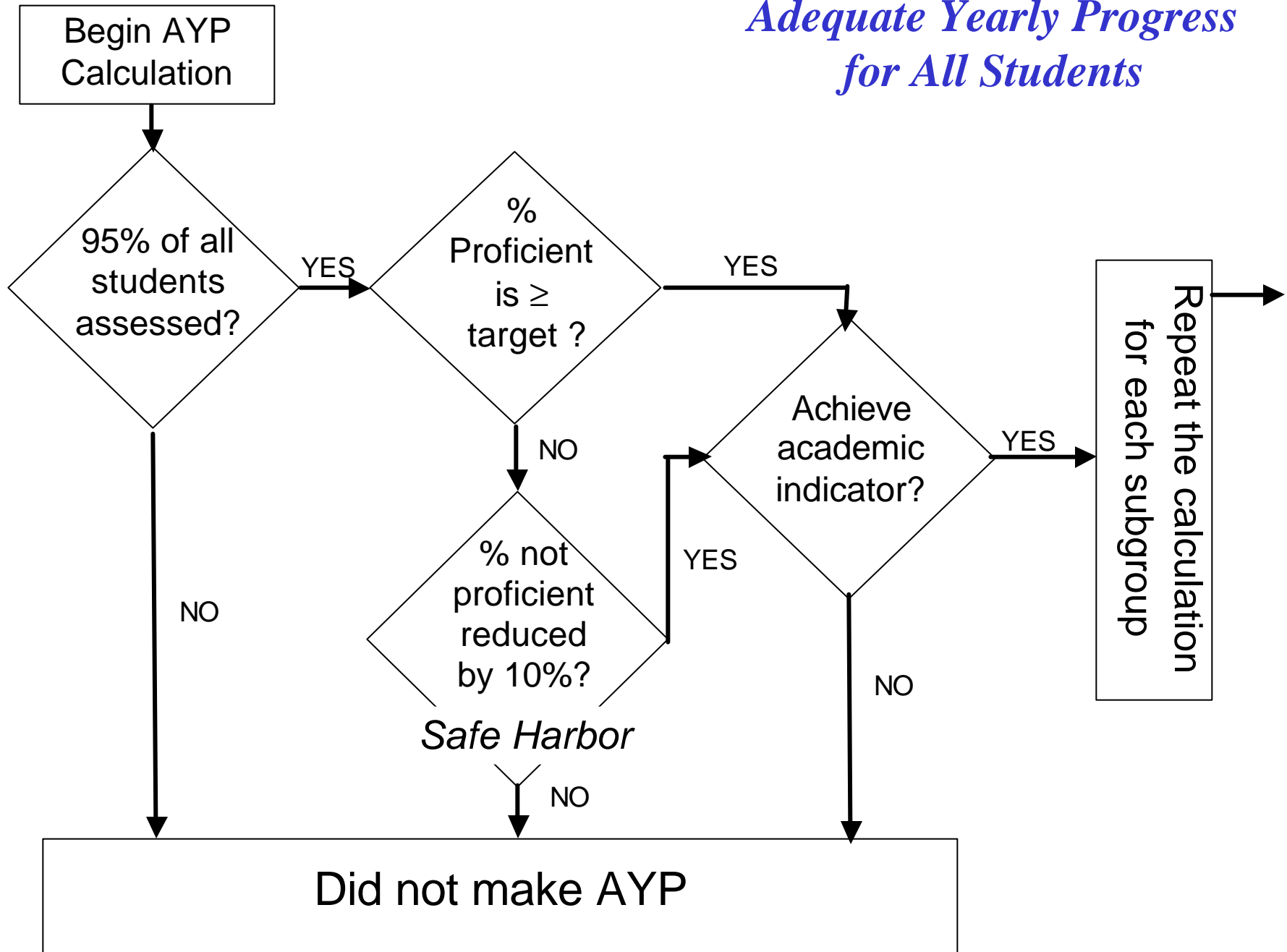


## Office of Field Services

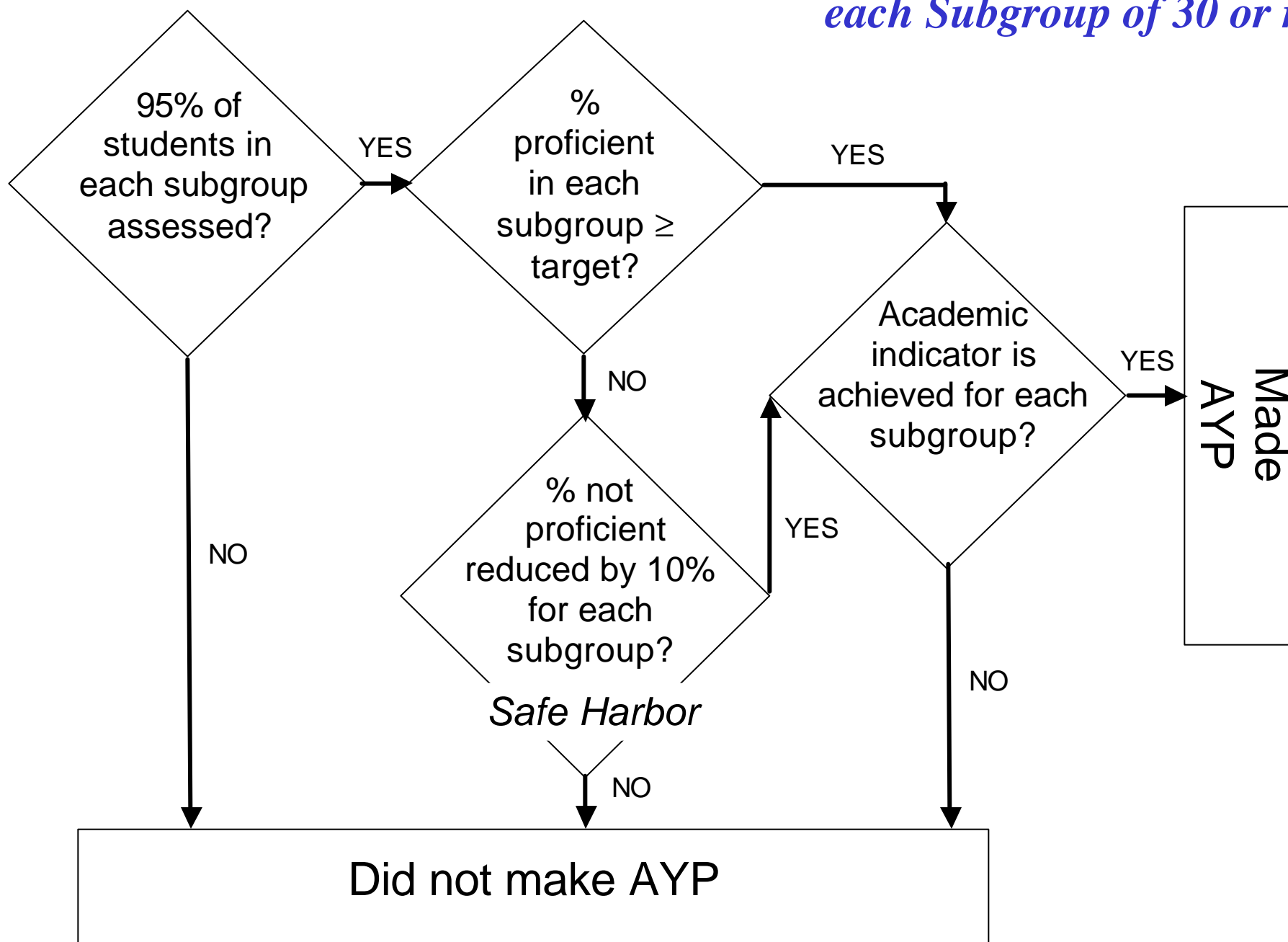
### Chart of Adequate Yearly Progress Consequences

|                                                                                                                                                                                                                                            | Phase I                                                                                                                                                                                                       | Phase II                                                                                                                                                                                                                                                               | Phase III                                                                                                                 | Phase IV                                                                                                                                                                                                                          | Phase V                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2001-2002 Data Collection STARTING POINT</b>                                                                                                                                                                                            | <p><b><i>Not Identified for School Improvement</i></b></p> <p>A school remains in Phase I unless AYP is not achieved for two consecutive years.</p> <p><b>i.e., 2 consecutive* NOs → move to Phase II</b></p> | <p><b><i>Identified for School Improvement</i></b></p> <p>A school remains in Identified for Improvement status (Phase II or III) until AYP is achieved for two consecutive years. (Return to Phase I.)</p> <p><b>i.e., 3 consecutive* NOs → move to Phase III</b></p> | <p><b><i>Continue Identified for School Improvement</i></b></p> <p><b>i.e., 4 consecutive* NOs → move to Phase IV</b></p> | <p><b><i>Identified for Corrective Action</i></b></p> <p>A school remains in corrective action until AYP is achieved for two consecutive years. (Return to Phase I.)</p> <p><b>i.e., 5 consecutive* NOs → move to Phase V</b></p> | <p><b><i>Identified for Restructuring</i></b></p> <p>A school remains in restructuring until AYP is achieved for two consecutive years. (Return to Phase I.)</p> |
| <p>* One year of making AYP is considered to be an interruption to the number of “consecutive” years a school has not made AYP.</p> <p>** LEA Title I allocation (and/or a match of 20%) for transportation and supplemental services.</p> |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                        |                                                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                  |
|                                                                                                                                                                                                                                            |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                        |                                                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                  |
|                                                                                                                                                                                                                                            |                                                                                                                                                                                                               | <b>Phase II Requirements</b>                                                                                                                                                                                                                                           | <b>Phase III Requirements</b>                                                                                             | <b>Phase IV Requirements</b>                                                                                                                                                                                                      | <b>Phase V Requirements</b>                                                                                                                                      |
|                                                                                                                                                                                                                                            |                                                                                                                                                                                                               | <p>** ● Student transfer option ●</p> <p>● Parent notification ●</p> <p>● Technical assistance ●</p> <p>● Develop/revise school plan</p> <p>● Peer review of school plan</p> <p>● 10% of Title I school allocation on professional development. ●</p>                  | <p>** ● Arrange for supplemental services ●</p>                                                                           | <p>● Corrective action</p> <p>● Corrective action information to public and parents</p>                                                                                                                                           | <p>● Restructuring</p> <p>● Involvement of teachers and parents in restructuring plan</p>                                                                        |

## *Adequate Yearly Progress for All Students*



*Adequate Yearly Progress for  
each Subgroup of 30 or more*





## Office of Field Services

2/6/03

| <b>School Improvement - Adequate Yearly Progress</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Requirements for Schools That Do Not Make AYP</b> | <p>The requirements for Title I schools that do not make Adequate Yearly Progress depend on the number of years for which the school has not made AYP. The requirements are designed to give Title I schools an opportunity to improve their programs, with assistance from the school district and outside experts if the district determines that they are needed.</p> <p>If a Title I school continues not to make AYP, the district is required to take specific actions to improve student academic achievement in the school.</p> <p>At the same time as the improvement efforts are undertaken, students attending schools that do not make AYP are given other educational options. These options vary depending on the number of years the school has failed to make AYP. The specific requirements for Title I schools that do not make AYP are as follows:</p> |
| <b>School Improvement – Phase I</b>                  | <p>A school that does not make AYP for one year is given a second year to demonstrate that it can make AYP, because a school's MEAP results can change from year to year for many reasons.</p> <p>There are no actions that the school or school district must take because a school has not made AYP for one year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>School Improvement – Phase II</b>                 | <p><i>A Title I school</i> that does not make AYP for two consecutive years is identified for improvement and <i>must take the following steps</i> to improve student academic achievement:</p> <ol style="list-style-type: none"> <li>1. Develop a two-year school improvement plan in consultation with parents, school district staff, and any outside expert who is providing assistance.</li> <li>2. Submit the plan to the district for peer review and district approval.</li> <li>3. Implement the revised plan by the beginning of the school year following the year the school was identified.</li> <li>4. Spend at least 10 percent of its Title I allocation each year for the next two years on professional development that directly addresses the achievement problems that caused it to be identified.</li> </ol>                                       |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>School Improvement – Phase II (continued)</b></p> | <p>When a Title I school is identified for improvement, <i>the school district must</i> also do the following:</p> <ol style="list-style-type: none"> <li>1. Offer students who are enrolled in the school the option to transfer to other schools in the district that are not identified for improvement, on a space-available basis.</li> <li>2. Provide or pay for transportation for students who choose the transfer option, within certain cost limits.*</li> <li>3. Give priority to the lowest-achieving students from low-income families if there is not enough space available in non-identified schools or funds to cover transportation costs.</li> </ol> <hr/> <p>*Districts with Title I schools identified for improvement must spend up to 20 percent of their Title I allocations for transportation and supplemental services, unless a smaller amount is needed. This includes 5 percent for transportation, 5 percent for supplemental services, and the remaining 10 percent for transportation, supplemental services, or both. Districts are not required to spend other funds to meet the transportation requirement.</p>                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>School Improvement – Phase III</b></p>            | <p><i>A Title I school</i> that does not make AYP for three consecutive years continues to be identified for improvement. The school <i>must continue to implement its revised school improvement plan</i> and spent at least 10 percent of its Title I allocation on professional development to address the academic problems that caused it to be identified.</p> <p><i>The school district</i> must continue to offer the transfer option and provide or pay for transportation.</p> <p>In addition, the school district must:</p> <ol style="list-style-type: none"> <li>1. Offer low-income students attending the school the opportunity to receive supplemental education services outside of the school day.</li> <li>2. Give parents of eligible students the option of choosing among the state-approved providers in the area, on a space-available basis.</li> <li>3. Pay the costs of the supplemental educational services, within certain cost limits.**</li> <li>4. Give priority to the lowest-achieving students if there are not enough funds to cover the costs of supplemental services for all eligible students.</li> </ol> <hr/> <p>**The maximum cost per student is the amount of Title I funds the district receives per low-income student or the actual cost of the supplemental services, whichever is less. The district maximum cost is 5 percent of its Title I allocation, with another 10 percent available for transportation, supplemental services, or both.</p> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Corrective<br/>Action –<br/>Phase IV</b></p> | <p>A Title I school that does not make AYP for four consecutive years is identified for corrective action. <i>The school district must</i> continue to offer the transfer option and supplemental services. <i>The district must</i> also take at least one of the following actions to improve student academic achievement in the school:</p> <ol style="list-style-type: none"> <li>1. Replace the school staff who are relevant to the failure to make AYP.</li> <li>2. Implement a new research-based curriculum and provide appropriate professional development for all relevant staff.</li> <li>3. Significantly decrease management authority at the school.</li> <li>4. Appoint an outside expert to advise the school on revising its school improvement plan to address the issues underlying its continued achievement problems.</li> <li>5. Extend the school year or the school day.</li> <li>6. Restructure the internal organization of the school.</li> </ol> <p><i>The school district</i> is responsible for selecting the action or actions that are most likely to address the school's academic problems that caused it to continue to be identified. The district must notify parents and the public regarding the corrective action(s) it chooses to take.</p> |
| <p><b>Restructuring –<br/>Phase V</b></p>          | <p>A Title I school that does not make AYP for five consecutive years is identified for restructuring. <i>The school district must</i> continue to offer the transfer option and supplemental services.</p> <p><i>The district must</i> also take at least one of the following actions to make fundamental changes in how the school is operated in order to improve student academic achievement:</p> <ol style="list-style-type: none"> <li>1. Reopen the school as a charter school.</li> <li>2. Replace all or most of the school staff who are relevant to the failure to make AYP.</li> <li>3. Enter into a contract to have an outside organization with a record of effectiveness to operate the school.</li> <li>4. Turn the operation of the school over to the state, if the state agrees.</li> <li>5. Restructure the school's governance arrangements in another way that makes fundamental reforms.</li> </ol> <p><i>Before taking any action</i>, the school district must notify parents and teachers that the school has been identified for restructuring and give them an opportunity to participate in the development of the restructuring plan.</p>                                                                                                              |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How Phases Change</b></p> | <p>A Title I school that has been identified for improvement, corrective action or restructuring will have a change in phase and the requirements that apply if it succeeds in making AYP. The specific provisions are as follows:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                 | <p><u>Schools Making AYP for One Year After They Have Been Identified for School Improvement, Corrective Action or Restructuring.</u> If a Title I school makes AYP for one year after it has been identified for school improvement, corrective action or restructuring, <i>the school district may delay taking any additional action for one year.</i></p> <p>The school district must allow students who had previously chosen the transfer option to continue to attend their new school and must provide or pay for transportation.</p> <p>One year of making AYP is not considered to be an interruption to the number of "consecutive" years a school has not made AYP or the school's resulting phase.</p>                      |
|                                 | <p><u>Schools Making AYP for Two Consecutive Years After They Have Been Identified for School Improvement, Corrective Action or Restructuring.</u> If a Title I school makes AYP for two consecutive years after it has been identified for school improvement, corrective action or restructuring, <i>it is no longer identified or subject to the requirements for identified schools.</i> The district must allow students who had previously chosen the transfer option to continue to attend their new school until they complete the highest grade level in the school. However, the district is not required to provide or pay for transportation once the student's original school is no longer identified for improvement.</p> |

**Phase II Sample Letter**  
**To ALL Parents, From School Identified for Improvement**  
**(With YES for Made AYP 2001-02)**

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with the best educational experience possible. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, No Child Left Behind. As a requirement for receiving funds under this program, each school must meet the guidelines for “adequate yearly progress” in each subject area using a system approved by the state of Michigan.

While our school is currently identified for improvement, the most recent MEAP results demonstrate our progress toward improving academic achievement. The school did make its target goal based on the 2001-02 MEAP data. If this progress continues, the school may no longer be identified for improvement when the 2002-03 MEAP results are returned.

In light of this finding, our school will continue the following initiatives to improve our status:

(List initiatives)

Based on the 2001-02 academic achievement, the district is allowed to delay the new consequences detailed in the No Child Left Behind legislation until the 2002-03 MEAP results are available. While we are delaying the consequences, we are increasing our efforts to continuously improve our instructional program.

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students, and parents.

**Phases II-V Sample Letter**  
**To ALL Parents, From School Identified for Improvement**  
**Offering the Transportation Option**  
**(With NO for Made AYP 2001-02)**

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, No Child Left Behind. As a requirement for receiving funds under this program, each school must meet the guidelines for “adequate yearly progress” in each subject area using a system approved by the Michigan State Board of Education.

The Title I program’s assessment of our school indicates that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to the State average are as follows. (Brief statement about the scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status:

(List initiatives)

As part of the No Child Left Behind legislation, you may have the option of transferring your child who attends this school to a school in this district currently making adequate yearly progress. Transportation will be provided for the transfer students. If you would like to know more about the option to transfer your child from (ABC School), please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students, and parents.

## 2001-02 Adequate Yearly Progress Report Data Information

### School Aggregate

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Economically Disadvantaged

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Major Racial/Ethnic Groups – American Indian/Alaskan

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Major Racial/Ethnic Groups – Black/African American

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Major Racial/Ethnic Groups – Hawaiian/Asian Pacific

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Major Racial/Ethnic Groups – White

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Major Racial/Ethnic Groups - Hispanic

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

\* No 2000-01 7th or 8th grade math data. Test not administered

\*\* 7th math data from previous years is compared to 2001-02 8th grade math data.

Note: If any subgroup is less than 10 students, then Percent Proficient/Not Proficient data is not available due to confidentiality requirements.

### Major Racial/Ethnic Groups – Multi-Racial

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Students with Disabilities

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

### Limited English Proficient

| Achievement Goal (Target Goal/Annual State Objective/Threshold) Data |               |              |               |              |               | Improvement (Safe Harbor) Data |               |                  |               |
|----------------------------------------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------------------------|---------------|------------------|---------------|
| 2001-02                                                              |               | 2000-01*     |               | 1999-2000**  |               | 2001-02                        |               | 2000-01          |               |
| % Proficient                                                         | # of Students | % Proficient | # of Students | % Proficient | # of Students | % Not Proficient               | # of Students | % Not Proficient | # of Students |
|                                                                      |               |              |               |              |               |                                |               |                  |               |

\* No 2000-01 7th or 8th grade math data. Test not administered

\*\* 7th math data from previous years is compared to 2001-02 8th grade math data.

Note: If any subgroup is less than 10 students, then Percent Proficient/Not Proficient data is not available due to confidentiality requirements.

## 2001-2002 Adequate Yearly Progress Report

### School Information

Update information if needed

#####

Happy School District

####

Best Elementary School

School Poverty %: ##

Grade Range: #-#

Title I Identification:

Schoolwide

### Reading/English Language Arts Results

| Met Adequate Yearly Progress Goal? |       | Identified for Improvement? |       | Appeal of AYP Determination? |
|------------------------------------|-------|-----------------------------|-------|------------------------------|
| 00-01                              | 01-02 | 00-01                       | 01-02 |                              |
|                                    |       |                             |       |                              |

### Reading/English Language Arts Aggregate and Subgroup Results

| Category                            | % Prof | Met Adequate Yearly Progress Goal for 01-02? | Code** |
|-------------------------------------|--------|----------------------------------------------|--------|
| School Aggregate                    |        |                                              |        |
| Economically Disadvantaged          |        |                                              |        |
| Major Racial/Ethnic Groups          |        |                                              |        |
| American Indian/Alaskan             |        |                                              |        |
| Black/African American              |        |                                              |        |
| Hawaiian/Asian Pacific              |        |                                              |        |
| White                               |        |                                              |        |
| Hispanic                            |        |                                              |        |
| Multi-Racial                        |        |                                              |        |
| Students with Disabilities          |        |                                              |        |
| Limited English Proficient Students |        |                                              |        |

### Mathematics Results

| Met Adequate Yearly Progress Goal? |       | Identified for Improvement? |       | Appeal of AYP Determination? |
|------------------------------------|-------|-----------------------------|-------|------------------------------|
| 00-01 (99-00)*                     | 01-02 | 00-01 (99-00)*              | 01-02 |                              |
|                                    |       |                             |       |                              |

### Mathematics Aggregate and Subgroup Results

| Category                            | % Prof | Met Adequate Yearly Progress Goal for 01-02? | Code** |
|-------------------------------------|--------|----------------------------------------------|--------|
| School Aggregate                    |        |                                              |        |
| Economically Disadvantaged          |        |                                              |        |
| Major Racial/Ethnic Groups          |        |                                              |        |
| American Indian/Alaskan             |        |                                              |        |
| Black/African American              |        |                                              |        |
| Hawaiian/Asian Pacific              |        |                                              |        |
| White                               |        |                                              |        |
| Hispanic                            |        |                                              |        |
| Multi-Racial                        |        |                                              |        |
| Students with Disabilities          |        |                                              |        |
| Limited English Proficient Students |        |                                              |        |

\* 2001-02 8th grade mathematics Adequate Yearly Progress determination and Identified for Improvement Phase are based on 8th grade MEAP data for 2001-02 and 7th grade MEAP data for previous years.

\*\***AYP Determination Code** –The point in the screening process at which AYP was or was not established.

1 = AYP based on Achievement goal (target goal/annual state objective/threshold) – one year results

2 = AYP based on Achievement goal – two year results

3 = AYP based on Achievement goal – three year results

4 = AYP based on Improvement (safe harbor) – 10% decrease in percentage of students not proficient

5 = AYP not achieved in either Achievement goal or Improvement (safe harbor)

6 = AYP Advisory. AYP not achieved based on Achievement goal with one year of results. This will not count toward consecutive years of failing to make AYP.

In small districts that have only one school without MEAP results feeding into only one receiving school, AYP and School Improvement Phases are determined as follows:

1. The feeder school is assigned the receiving school's Adequate Yearly Progress 2001-02 results.
2. The receiving school's 2001-02 Adequate Yearly Progress results are added to the feeder school's self-reported history through 2000-01.
3. Results of this combination will determine the feeder school's 2001-02 School Improvement Phase.

### 2001-02 Achievement Goal (Target Goal/Annual State Objective/Threshold)

|      | Reading/English Language Arts |        |      | Mathematics |        |      |
|------|-------------------------------|--------|------|-------------|--------|------|
| Year | Elem                          | Middle | High | Elem        | Middle | High |
| 2002 | 38%                           | 31%    | 42%  | 47%         | 31%    | 33%  |

**AYP TRANSITION CHART**  
Adequate Yearly Progress (AYP) and School Improvement Phase  
2002-2003 Implementation

**Directions:**

1. Locate the row on the chart that corresponds to your 2000-01 Adequate Yearly Progress Determination **as well as** to your 1999-2000 and 2000-01 School Improvement Phase.
2. A description of your 2001-02 School Improvement Phase is located in the same row based on your 2001-02 Adequate Yearly Progress results. The School Improvement Phase consequences must be implemented in the 2002-03 school year.

| Adequate Yearly Progress (AYP) |             | School Improvement Phase (SI) |                  | Adequate Yearly Progress and School Improvement Phase for 2001-02 (2002-03 Implementation)            |                                                                               |
|--------------------------------|-------------|-------------------------------|------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| AYP 2000-01                    |             | SI 1999-2000                  | SI 2000-01       | AYP 2001-02 YES                                                                                       | AYP 2001-02 NO                                                                |
| No                             |             | <i>SI: No</i>                 | <i>SI: No</i>    | Phase I                                                                                               | Phase II: Implement transfer option; Improvement Plan revision; 10% P.D.      |
| No                             |             | <i>SI: No</i>                 | <i>SI: Yes</i>   | Phase II: May delay new consequences<br>LEA may delay transfer option                                 | Phase III: Implement transfer option; Supplemental services                   |
| No                             |             | <i>SI: Yes</i>                | <i>SI: Yes-C</i> | Phase III: May delay new consequences<br>LEA may delay both transfer option and supplemental services | Phase III: Implement transfer option; Supplemental services                   |
| 1999-2000 Yes                  | 2000-01 No  | <i>SI: Yes-C</i>              | <i>SI: Yes-C</i> | Phase I: Second AYP Yes out of three years (Based on prior IASA AYP formula)                          | Phase III: Implement transfer option; Supplemental services                   |
| No                             |             | <i>SI: Yes-C</i>              | <i>SI: CA</i>    | Phase IV: May delay new consequences<br>LEA may delay both transfer option and supplemental services  | Phase IV: Implement transfer option; Supplemental services; Corrective Action |
| No                             |             | <i>SI: CA</i>                 | <i>SI: CA</i>    | Phase IV: May delay new consequences<br>LEA may delay both transfer option and supplemental services  | Phase IV: Implement transfer option; Supplemental services; Corrective Action |
| Yes                            |             | <i>SI: No</i>                 | <i>SI: No</i>    | Phase I                                                                                               | Phase I                                                                       |
| Yes                            |             | <i>SI: Yes</i>                | <i>SI: Yes-C</i> | Phase I: Second consecutive AYP Yes                                                                   | Phase III: Implement transfer option; Supplemental services                   |
| 1999-2000 No                   | 2000-01 Yes | <i>SI Yes-C</i>               | <i>SI: Yes-C</i> | Phase I: Second consecutive AYP Yes                                                                   | Phase III: Implement transfer option; Supplemental services                   |
| Yes                            |             | <i>SI: CA</i>                 | <i>SI: CA</i>    | Phase I: Second consecutive AYP Yes                                                                   | Phase IV: Implement Transfer option; Supplemental services; Corrective Action |

**School Improvement Phases**

Phase I – Not in School Improvement  
Phase II – School Improvement

Phase III – School Improvement continued  
Phase IV – Corrective Action

Phase V – Restructuring

**Phases III-V Sample Letter**  
**To the Parents of Low Achieving, Low Income Students**  
**In Schools Identified for Improvement**  
**(With NO for Made AYP 2001-02)**

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, No Child Left Behind. As a requirement for receiving funds under this program, each school must meet the guidelines for “adequate yearly progress” in each subject area using a system approved by the Michigan State Board of Education.

The Title I program’s assessment of our school indicates that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to the State average are as follows. (Brief statement about the scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status:

(List initiatives)

As part of the No Child Left Behind legislation, your child may be eligible to receive supplemental services from a list of providers approved by the Michigan Department of Education. If you would like to know more about this possibility, please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students, and parents.



## Office of Field Services

2/6/03

### **CHECKLIST FOR BUILDINGS IDENTIFIED FOR CORRECTIVE ACTION**

#### **SCHOOL IS IDENTIFIED FOR CORRECTIVE ACTION**

**The district:**

- ☐ Continues to provide the transfer option.
- ☐ Continues to provide building technical assistance.
- ☐ Makes supplemental educational services available.

**The district has implemented at least ONE of the following corrective actions:**

- ☐ Replaces the school staff.
- ☐ Fully implements a new curriculum and provides appropriate professional development.
- ☐ Significantly decreases building level decision-making authority.
- ☐ Appoints an outside expert to advise building on progress toward AYP.
- ☐ Extends school year or day.
- ☐ Restructures the internal organizational structure of the school.

**The district publishes and disseminates information regarding corrective action:**

- ☐ To public and to parents of each student in each subject the school is identified for corrective action.



## Office of Field Services

2/6/03

### CHECKLIST FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

#### SCHOOL IS IDENTIFIED FOR IMPROVEMENT – YEAR 1 (Phase II)

- ☐ ALL students enrolled in the school were provided the option to transfer to another building not Identified for Improvement.
- ☐ Priority for the option to transfer was given to lowest achieving children from low-income families.

#### The school developed or revised a two-year school plan:

- ☐ Within 3 months of identification.
- ☐ Consult parents, building staff, the district and outside experts.
- ☐ Incorporates research-based strategies to strengthen core academic areas.
- ☐ Addresses specific academic issues that caused the building to be identified.
- ☐ Adopts policies and practices concerning core academic subjects.
- ☐ Assures that 10% of Title I funds were available for each year the school is in improvement status to provide high quality professional development for teachers and principals.
- ☐ Establishes specific annual, measurable objectives for continuous and substantial progress.
- ☐ Includes strategies for effective parental involvement.
- ☐ Provides written notification to parents of the improvement status.
- ☐ Incorporates activities before school, after school or during the summer.
- ☐ Incorporates a teacher-mentoring program.

#### The school implemented the approved plan:

- ☐ Expeditiously.
- ☐ Not later than the beginning of the school year following the identification.

#### The district within 45 days of receiving the plan:

- ☐ Establishes a peer review process to assist in review of the plan.
- ☐ Approves the plan if it meets requirements.



## Office of Field Services

2/6/03

### CHECKLIST FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

#### SCHOOL IS IDENTIFIED FOR IMPROVEMENT – YEAR 1 (Phase II) - Continued

**The district provides technical assistance as the school develops and implements the approved plan:**

- ☐ Analyzing assessment data.
- ☐ Identifying and addressing instructional problems.
- ☐ Addressing problems in implementing parent involvement.
- ☐ Assisting with implementation of professional development in strategies and methods of instruction.
- ☐ Assisting with analysis and revision with the school budget so resources are allocated to activities most likely to increase student achievement.

#### SCHOOL IS IDENTIFIED FOR IMPROVEMENT – YEAR 2 (Phase III)

Continue the implementation:

- ☐ ALL students enrolled in the school are provided the option to transfer to another building not Identified for Improvement.
- ☐ Priority for the option to transfer was given to lowest achieving children from low-income families.
- ☐ Assure that 10% of Title I funds were available for each year the school is in improvement status to provide high quality professional development for teachers and principals.
- ☐ Provide written notification to parents of the improvement status.

In addition:

- ☐ Provide supplementary services.



## Office of Field Services

2/6/03

### **CHECKLIST FOR BUILDINGS IDENTIFIED FOR RESTRUCTURING**

#### **SCHOOL IS IDENTIFIED FOR RESTRUCTURING**

**The district has implemented at least ONE of the alternative governance arrangements:**

- ☐ Reopens the school as a public charter school.
- ☐ Replaces all or most of the staff and may include the principal.
- ☐ Enters into a contract with an entity that demonstrated record of effectiveness to operate the public school.
- ☐ Turns operation over to the State, according to State law.
- ☐ Any other major restructuring of school governance arrangement that makes fundamental reforms.

**The district:**

- ☐ Provides notice to teachers and parents.
- ☐ Provides teachers and parents opportunity to comment on alternative governance plan.
- ☐ Provides teachers and parents opportunity to participate in developing any plan.

Examples to follow description of Michigan's AYP Formula

School A: 2002-03 AYP Calculations

AYP Calculation for All Students Tested

**MEAP 4<sup>th</sup> Grade Math Results for All Students Tested**

|                | <b>2002</b><br><u>(2001-02 School Year)</u> | <b>2003</b><br><u>(2002-03 School Year)</u> |
|----------------|---------------------------------------------|---------------------------------------------|
| <b>Level 1</b> | 16.1%                                       | 23.9%                                       |
| <b>Level 2</b> | 61.7%                                       | 53.6%                                       |
| <b>Level 3</b> | 17.0%                                       | 19.5%                                       |
| <b>Level 4</b> | 5.2%                                        | 3.0%                                        |

AYP Based on Achievement. Compare school results to annual state objective.

Annual state objective for elementary mathematics for 2002-03: 47% in Levels 1 and 2 combined.

School A percentage in 2002-03 for all students tested: 77.5% in Levels 1 and 2 combined.

Did School A make AYP in 2002-03 for all students tested? If at least 95 percent of the students participated in state assessments and the school had an acceptable attendance rate, School A did make AYP for all students tested based on achievement because its percentage of students in Levels 1 and 2 combined was above the annual state objective.

AYP Calculation for Student Groups

The only group in School A with 30 or more students tested was students from low-income families.

**MEAP 4<sup>th</sup> Grade Math Results for Students From Low-Income Families**

|                | <b>2002</b><br><u>(2001-02 School Year)</u> | <b>2003</b><br><u>(2002-03 School Year)</u> |
|----------------|---------------------------------------------|---------------------------------------------|
| <b>Level 1</b> | 8.1%                                        | 10.8%                                       |
| <b>Level 2</b> | 31.5%                                       | 35.1%                                       |
| <b>Level 3</b> | 38.1%                                       | 36.3%                                       |
| <b>Level 4</b> | 22.3%                                       | 17.8%                                       |

AYP Based on Achievement. Compare results for student group to annual state objective.

Annual state objective for elementary mathematics for 2002-03: 47% in Levels 1 and 2 combined.

School A percentage in 2002-03 for students from low-income families: 45.9% in Levels 1 and 2 combined.

Did School A make AYP in 2002-03 for students from low-income families? No, not based on its one-year achievement results, because its percentage of students in Levels 1 and 2 combined was below the annual state objective. Next, the school's MEAP results are averaged for two or three years. If the average results are still below the state objective, the school's AYP for students from low-income families must be checked based on improvement.

AYP Based on Improvement. Determine decrease in percentage of students scoring in Levels 3 and 4.

Step 1: Add 2001-02 percentages in Levels 3 and 4.

$$38.1\% + 22.3\% = 60.4\%$$

Step 2: Multiply result by 10%.

$$60.4\% \times 10\% = 6.0\% \text{ required improvement}$$

Step 3: Add 2002-03 percentages in Levels 3 and 4.

$$36.3\% + 17.8\% = 54.1\%$$

Step 4: Subtract 2002-03 percentage in Levels 3 and 4 from 2001-02 percentage.

$$60.4\% - 54.1\% = 6.3\% \text{ decrease in percentage of students in Levels 3 and 4}$$

Step 9: Compare total improvement to required improvement.

$$6.3\% \geq 6.0\%? \text{ YES}$$

Did School A make AYP in 2002-03 for students from low-income families? If at least 95 percent of the students participated in state assessments and the school had an acceptable attendance rate, School A did make AYP for students from low-income families based on improvement.

## School B: 2002-03 AYP Calculations

### AYP Calculation for All Students Tested

#### **MEAP 8<sup>th</sup> Grade Math Results for All Students Tested**

|                | <b>2002</b><br><u>(2001-02 School Year)</u> | <b>2003</b><br><u>(2002-03 School Year)</u> |
|----------------|---------------------------------------------|---------------------------------------------|
| <b>Level 1</b> | 5.0%                                        | 3.5%                                        |
| <b>Level 2</b> | 24.3%                                       | 25.6%                                       |
| <b>Level 3</b> | 52.5%                                       | 50.1%                                       |
| <b>Level 4</b> | 18.2%                                       | 20.8%                                       |

AYP Based on Achievement. Compare school results to annual state objective.

Annual state objective for middle school mathematics for 2002-03: 31% in Levels 1 and 2 combined.

School B percentage in 2002-03 for all students tested: 29.1% in Levels 1 and 2 combined.

Did School B make AYP in 2002-03 for all students tested? No, not based on its one-year achievement results, because its percentage of students in Levels 1 and 2 combined was below the annual state objective. Next, the school's MEAP results are averaged for two or three years. If the average results are still below the state objective, the school's AYP for all students tested must be checked based on improvement.

AYP Based on Improvement. Determine decrease in percentage of students scoring in Levels 3 and 4.

Step 1: Add 2001-02 percentages in Levels 3 and 4.  
 $52.5\% + 18.2\% = 70.7\%$

Step 2: Multiply result by 10%.  
 $70.7\% \times 10\% = 7.1\%$  required improvement

Step 3: Add 2002-03 percentages in Levels 3 and 4.  
 $50.1\% + 20.8\% = 70.9\%$

Step 4: Subtract 2002-03 percentage in Levels 3 and 4 from 2001-02 percentage.  
 $70.7\% - 70.9\% = (.2\%)$   
(increase of .2% in Levels 3 and 4 is a negative result)

Step 5: Compare total improvement to required improvement.  
 $(.2\%) \geq 7.1\% ?$  NO

Did School B make AYP in 2002-03 for all students tested? No, the school did not make AYP for all students tested based on either achievement or improvement.

## Description of Michigan's AYP Formula

The *No Child Left Behind Act of 2001* provides specific requirements for Adequate Yearly Progress formulas that are used by individual states. The legislation gives Title I schools and districts the two methods described below to determine whether or not they have made Adequate Yearly Progress. For districts, the methods are applied to the Title I schools in the district as a group.

### AYP Based on Achievement

A Title I school or district makes AYP for a particular year based on achievement if at least a certain percentage of students meets or exceeds state standards on the Michigan Educational Assessment Program tests, at least 95 percent of the students participated in state assessments, and the school or district has an acceptable attendance or graduation rate. For tests with four achievement levels, students must score in one of the top two achievement levels (Levels 1 and 2) in order to meet state standards. For the older tests with only three achievement levels, students must score in the top level to meet state standards. The required percentage is the same for all schools and districts in the state and is known as the “annual state objective.” The percentages are different for each subject, however, as well as each grade level tested, because they depend on the starting points established in 2002. The annual state objective for each subject and grade level will increase as shown below until it reaches 100 percent for all subjects and grade levels in 2014.

| Year | English Language Arts |        |      | Mathematics |        |      |
|------|-----------------------|--------|------|-------------|--------|------|
|      | Elem.                 | Middle | High | Elem.       | Middle | High |
| 2002 | 38%                   | 31%    | 42%  | 47%         | 31%    | 33%  |
| 2003 | 38%                   | 31%    | 42%  | 47%         | 31%    | 33%  |
| 2004 | 38%                   | 31%    | 42%  | 47%         | 31%    | 33%  |
| 2005 | 49%                   | 43%    | 52%  | 56%         | 43%    | 44%  |
| 2006 | 49%                   | 43%    | 52%  | 56%         | 43%    | 44%  |
| 2007 | 49%                   | 43%    | 52%  | 56%         | 43%    | 44%  |
| 2008 | 59%                   | 54%    | 61%  | 64%         | 54%    | 56%  |
| 2009 | 59%                   | 54%    | 61%  | 64%         | 54%    | 56%  |
| 2010 | 59%                   | 54%    | 61%  | 64%         | 54%    | 56%  |
| 2011 | 69%                   | 66%    | 71%  | 73%         | 66%    | 67%  |
| 2012 | 79%                   | 77%    | 81%  | 82%         | 77%    | 78%  |
| 2013 | 90%                   | 89%    | 90%  | 91%         | 89%    | 89%  |
| 2014 | 100%                  | 100%   | 100% | 100%        | 100%   | 100% |

The annual state objectives apply to the entire group of students in the school or district who took the MEAP English language arts and mathematics tests. They also apply separately to each of the following groups of students, if at least 30 students in the group took a particular MEAP test:

- Students from different racial/ethnic groups
- Students from low-income families
- Students with limited English proficiency
- Students with disabilities

For a Title I school or district to make AYP based on achievement, each of the above groups of students must also meet the annual state objective. At least 95 percent of the students in each group must have taken the MEAP or an alternative assessment for limited English proficient students or students with disabilities, and the school or district must also have acceptable attendance or graduation rates.

The most accurate picture of a school's or a district's achievement is sometimes obtained by averaging its MEAP results for two or three years. To determine if a school or district has met the annual state objective, first its results for a particular year are compared to the annual state objective for that year. If the school's or the district's one-year results are below the objective, its results are then averaged for two years to see if the average meets the objective. If the two-year average is still below the objective, the school's or the district's results are averaged for three years to see if this average meets the objective. If the three-year average is below the objective, the school or district has not made AYP based on achievement.

### **AYP Based on Improvement**

If a school or district does not meet the required MEAP percentages to make AYP based on achievement, it can still make AYP by improving its MEAP scores a certain amount from one year to the next, in combination with at least 95 percent participation and acceptable attendance or graduation rates. The required improvement in MEAP scores is based on each school's or district's current achievement level and reflects how far it is from having all students meet state standards. If a school's or a district's achievement levels are different in reading and mathematics, and for the groups of students whose progress must be monitored, the required amounts of improvement are also different. The lower the current achievement level, the more a school, a district, or a group of students must improve in order to make AYP.

The specified formula for each subject area and group of students is a reduction of at least 10 percent in the percentage of students who did not meet state standards in the previous year. For MEAP tests with four achievement levels, students do not meet state standards if they score in the bottom two levels (Levels 3 and 4). For MEAP tests with three achievement levels, students do not meet state standards if they score below the top level. It is important to note that the test results used for AYP based on improvement are year-to-year comparisons, and do not involve the averaging of results for more than one year.

The formula for AYP based on improvement is illustrated in the following example:

**MEAP 4<sup>th</sup> Grade  
Math Results**

|         | <u>2002</u> | <u>2003</u> |
|---------|-------------|-------------|
| Level 1 | 8.2%        | 11.5%       |
| Level 2 | 29.1%       | 32.4%       |
| Level 3 | 41.2%       | 37.1%       |
| Level 4 | 21.5%       | 19.0%       |

**Step 1.** Using the previous year's MEAP results, add the percentages of students scoring in Levels 3 and 4.  
 $41.2\% + 21.5\% = 62.7\%$

**Step 2.** Multiply the result of Step 1 by 10% (.10). This gives the required amount of improvement for the next year.  
 $62.7\%(.627) \times 10\%(.10) = 6.3\%(.063)$

**Step 3.** Using the current year's MEAP results, add the percentages of students scoring in Levels 3 and 4.  
 $37.1\% + 19.0\% = 56.1\%$

**Step 4.** Subtract the result of Step 3 from the result of Step 1 to determine the amount of improvement.  
 $62.7\% - 56.1\% = 6.6\%$

**Step 5.** Compare the result of Step 4 to the required amount of improvement from Step 2. If the total amount of improvement is greater than or equal to the required improvement, at least 95 percent of the students participated in state assessments, and the attendance or graduation rate is acceptable, the school or district has made AYP for this subject area or student group.  
 $6.6\% \geq 6.3\% ? \text{ YES}$

## **Parent Notification When the School is Identified for Improvement**

NOTICE TO PARENTS- A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement under paragraph (1), for corrective action under paragraph (7), or for restructuring under paragraph (8) —

- an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
- the reasons for the identification;
- an explanation of what the school identified for school improvement is doing to address the problem of low achievement;
- an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
- an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- an explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).



## Office of Field Services

2/6/03

### Title I Schools in Improvement District Set Aside Worksheet

1. District Title I Allocation: \_\_\_\_\_ A

2. Transportation/Transfer Option (5% minimum of district allocation):

A x 5% = \_\_\_\_\_ B

**NOTE: Transfer** option open to all students; priority goes to lowest achieving students from low income families.

3. Supplemental Services (5% minimum of district allocation):

A x 5% = \_\_\_\_\_ C

**NOTE:** Only for students from low income families; priority goes to lowest achieving students.

4. Additional 10% minimum for EITHER 2 or 3, or Both:

Additional Transportation: A x \_\_\_\_% = \_\_\_\_\_ D

Additional Supplemental: A x \_\_\_\_% = \_\_\_\_\_ E

5. Sub-Total:

(B+C+D+E) = \_\_\_\_\_ F

6. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:

Additional Amount: F + additional amount = \_\_\_\_\_ G

7. Total set aside for transfer and supplemental services:

A - G = \_\_\_\_\_ H

8. Balance of Allocation:

A - H = \_\_\_\_\_ I

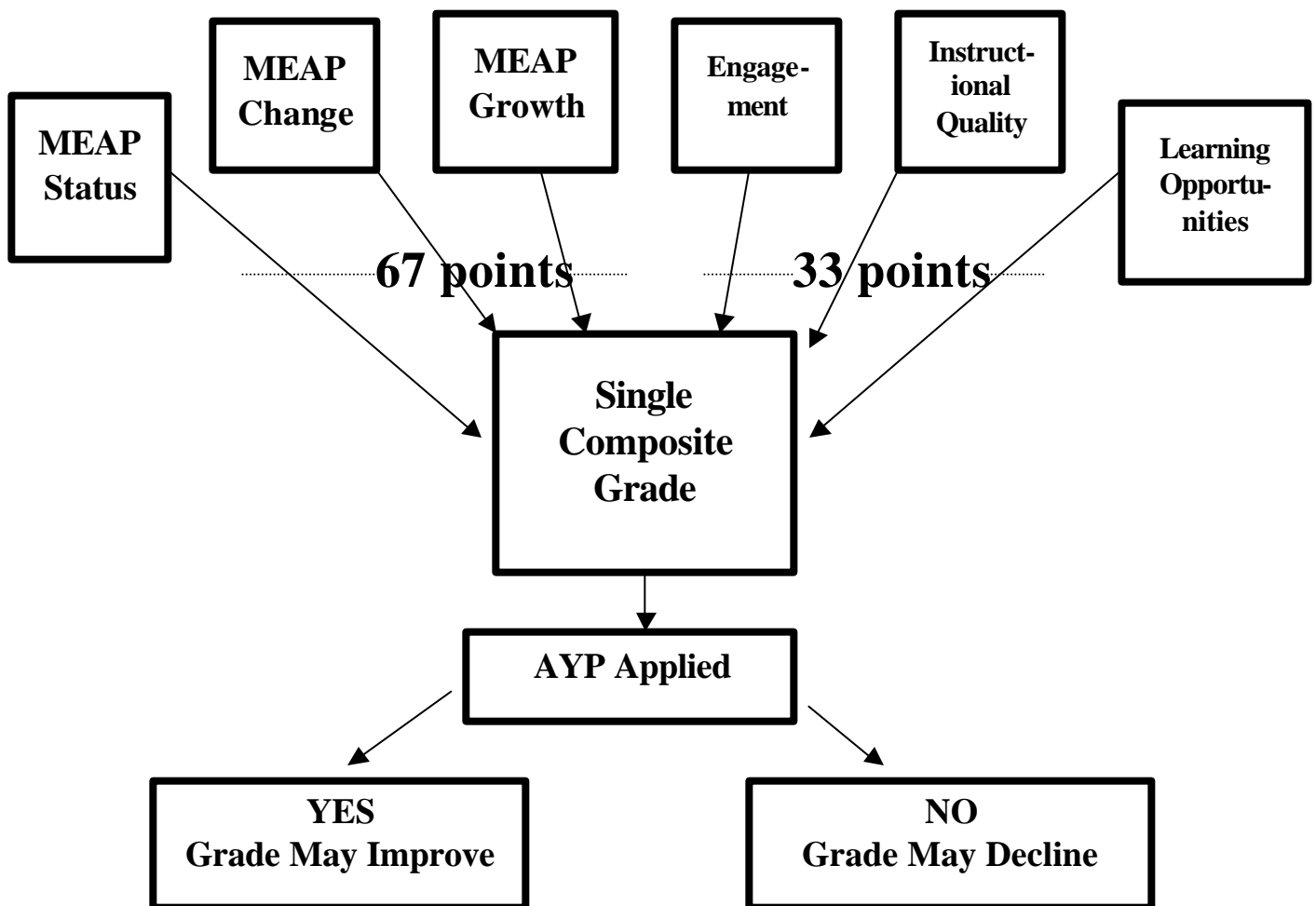
**NOTE:** This Title I balance (letter I) will be allocated using the “Title I School Selection and Allocation Worksheet.”

# *Education YES!*

## Section

- A** Target Starting Points
- B** *Education Yes!* with Adequate Yearly Progress
- C** Expanded Impact of Adequate Yearly Progress

# Education YES! - School Report Card



# Target Starting Points for Adequate Yearly Progress

## **Elementary**

Mathematics 47%

Reading (*English Language Arts*) 38%

## **Middle School**

Mathematics 31%

Reading (*English Language Arts*) 31%

## **High School**

Mathematics 33%

Reading (*English Language Arts*) 42%

# Unified Approach for AYP and Education YES!

***Education Yes  
Composite  
Grade***

***Makes  
AYP***

***No  
AYP***

***\*Technical  
Assistance***

|          |                |                           |              |
|----------|----------------|---------------------------|--------------|
| <b>A</b> | <b>A</b>       | <b>B</b>                  | <b>iv</b>    |
| <b>B</b> | <b>B</b>       | <b>B</b>                  | <b>iv</b>    |
| <b>C</b> | <b>C</b>       | <b>C</b>                  | <b>iii</b>   |
| <b>D</b> | <b>C</b>       | <b>D/Alert</b>            | <b>ii</b>    |
| <b>F</b> | <b>D/Alert</b> | <b>Unaccre-<br/>dited</b> | <b>ii, i</b> |

\* Priorities for Assistance (i) – (iv)



## Office of Field Services

2/6/03

### **CHECKLIST FOR BUILDINGS IDENTIFIED FOR CORRECTIVE ACTION**

#### **SCHOOL IS IDENTIFIED FOR CORRECTIVE ACTION**

##### **The district:**

- ☐ Continues to provide the transfer option.
- ☐ Continues to provide building technical assistance.
- ☐ Makes supplemental educational services available.

##### **The district has implemented at least ONE of the following corrective actions:**

- ☐ Replaces the school staff.
- ☐ Fully implements a new curriculum and provides appropriate professional development.
- ☐ Significantly decreases building level decision-making authority.
- ☐ Appoints an outside expert to advise building on progress toward AYP.
- ☐ Extends school year or day.
- ☐ Restructures the internal organizational structure of the school.

##### **The district publishes and disseminates information regarding corrective action:**

- ☐ To public and to parents of each student in each subject the school is identified for corrective action.



## Office of Field Services

2/6/03

### CHECKLIST FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

#### SCHOOL IS IDENTIFIED FOR IMPROVEMENT – YEAR 1 (Phase II)

- ☐ ALL students enrolled in the school were provided the option to transfer to another building not Identified for Improvement.
- ☐ Priority for the option to transfer was given to lowest achieving children from low-income families.

#### The school developed or revised a two-year school plan:

- ☐ Within 3 months of identification.
- ☐ Consult parents, building staff, the district and outside experts.
- ☐ Incorporates research-based strategies to strengthen core academic areas.
- ☐ Addresses specific academic issues that caused the building to be identified.
- ☐ Adopts policies and practices concerning core academic subjects.
- ☐ Assures that 10% of Title I funds were available for each year the school is in improvement status to provide high quality professional development for teachers and principals.
- ☐ Establishes specific annual, measurable objectives for continuous and substantial progress.
- ☐ Includes strategies for effective parental involvement.
- ☐ Provides written notification to parents of the improvement status.
- ☐ Incorporates activities before school, after school or during the summer.
- ☐ Incorporates a teacher-mentoring program.

#### The school implemented the approved plan:

- ☐ Expeditiously.
- ☐ Not later than the beginning of the school year following the identification.

#### The district within 45 days of receiving the plan:

- ☐ Establishes a peer review process to assist in review of the plan.
- ☐ Approves the plan if it meets requirements.



## Office of Field Services

2/6/03

### CHECKLIST FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

#### SCHOOL IS IDENTIFIED FOR IMPROVEMENT – YEAR 1 (Phase II) - Continued

**The district provides technical assistance as the school develops and implements the approved plan:**

- ☐ Analyzing assessment data.
- ☐ Identifying and addressing instructional problems.
- ☐ Addressing problems in implementing parent involvement.
- ☐ Assisting with implementation of professional development in strategies and methods of instruction.
- ☐ Assisting with analysis and revision with the school budget so resources are allocated to activities most likely to increase student achievement.

#### SCHOOL IS IDENTIFIED FOR IMPROVEMENT – YEAR 2 (Phase III)

Continue the implementation:

- ☐ ALL students enrolled in the school are provided the option to transfer to another building not Identified for Improvement.
- ☐ Priority for the option to transfer was given to lowest achieving children from low-income families.
- ☐ Assure that 10% of Title I funds were available for each year the school is in improvement status to provide high quality professional development for teachers and principals.
- ☐ Provide written notification to parents of the improvement status.

In addition:

- ☐ Provide supplementary services.



## Office of Field Services

2/6/03

### **CHECKLIST FOR BUILDINGS IDENTIFIED FOR RESTRUCTURING**

#### **SCHOOL IS IDENTIFIED FOR RESTRUCTURING**

**The district has implemented at least ONE of the alternative governance arrangements:**

- ☐ Reopens the school as a public charter school.
- ☐ Replaces all or most of the staff and may include the principal.
- ☐ Enters into a contract with an entity that demonstrated record of effectiveness to operate the public school.
- ☐ Turns operation over to the State, according to State law.
- ☐ Any other major restructuring of school governance arrangement that makes fundamental reforms.

**The district:**

- ☐ Provides notice to teachers and parents.
- ☐ Provides teachers and parents opportunity to comment on alternative governance plan.
- ☐ Provides teachers and parents opportunity to participate in developing any plan.

## **SUGGESTED COMPONENTS FOR A PEER REVIEW PROCESS**

To establish a peer review process to assist with the review of the school plan, the district may:

- ☐ Collaborate with staff from:
  - Buildings not identified for improvement,
  - Intermediate school district,
  - Other districts, and
  - Outside experts.
- ☐ Adopt a peer review process already used in the field
- ☐ Establish a timeline to complete the process within the 45 day period defined in legislation
- ☐ Use a process to review the plan that includes discussion and/or dialogue about the components
- ☐ Make any revisions that result from the discussion and/or dialogue
- ☐ Share the results of the peer review with all of the school staff

**District approves the plan if it meets requirements, then:**

- ☐ Implements the plan
- ☐ Periodically reviews the plan during the implementation process

# **School Improvement Section**

- A School Revised Plan (NCLB)**
- B Checklist -Schools Identified for Improvement**
- C Peer Review Process**
- D Title I Professional Development Worksheet**
- E Checklist - Buildings Identified for Corrective Action**
- F Checklist - Buildings Identified for Restructuring**

## **School Plan Revision—School Identified for Improvement**

### **SCHOOL PLAN-**

- **REVISED PLAN-** After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —
  - incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;
  - adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;
  - provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —
    - directly addresses the academic achievement problem that caused the school to be identified for school improvement;
    - meets the requirements for professional development activities under section 1119; and
    - is provided in a manner that affords increased opportunity for participating in that professional development;
  - specify how the funds described in clause (iii) will be used to remove the school from school improvement status;
  - establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of

achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

- describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
  - specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;
  - include strategies to promote effective parental involvement in the school;
  - incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and
  - incorporate a teacher mentoring program.
- **CONDITIONAL APPROVAL-** The local educational agency may condition approval of a school plan under this paragraph on —
  - inclusion of one or more of the corrective actions specified in paragraph (7)(C)(iv); or
  - feedback on the school improvement plan from parents and community leaders.
- **PLAN IMPLEMENTATION-** Except as provided in subparagraph (D), a school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification under paragraph (1).
- **PLAN APPROVED DURING SCHOOL YEAR-** Notwithstanding subparagraph (C), if a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.
- **LOCAL EDUCATIONAL AGENCY APPROVAL-** The local educational agency, within 45 days of receiving a school plan, shall —
  - establish a peer review process to assist with review of the school plan; and
  - promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph.



## Office of Field Services

2/6/03

### Title I Documentation Worksheet for Professional Development

Schools identified for improvement with a “yes” or “yes-c” and not exempted by their district must:

- Reexamine and revise their school plans
- Spend annually, 10% of the Title I funds received each year on professional development targeted toward the area(s) identified (reading, math, science, writing). These funds must come from the Title I school’s allocation.

| Area(s) Identified for Improvement | Year Identified | Amount of Title I school allocation _____<br>Allocation x 10% _____                                                     |
|------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------|
| 1. _____                           | _____           | This amount is to be spent each year<br>(Amount is spread over all subject areas<br>identified with a “yes” or “yes-c”) |
| 2. _____                           | _____           |                                                                                                                         |
| 3. _____                           | _____           |                                                                                                                         |
| 4. _____                           | _____           |                                                                                                                         |

### Professional Development Documentation

| <u>Date</u>               | <u>Description of Professional Development</u> | <u>Funding Source</u> | <u>Amount Spent</u><br>(round to the nearest dollar) |
|---------------------------|------------------------------------------------|-----------------------|------------------------------------------------------|
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| _____                     | _____                                          | _____                 | _____                                                |
| <b>Total Amount Spent</b> |                                                |                       | _____                                                |

**ADEQUATE YEARLY PROGRESS (AYP) SCENARIOS**  
**Michigan Department of Education**  
**Office of Field Services**

**CONTENTS**

**Section I: Schools with 30 or more students tested, but NO subgroups of 30 or more**

- Scenario 1: School Achieves AYP in Current Year
- Scenario 2: School Achieves AYP through 2 Year Averaging
- Scenario 3: School Achieves AYP through 3 Year Averaging
- Scenario 4: School Does NOT Achieve AYP through Averaging
- Scenario 5: School Achieves AYP through Safe Harbor
- Scenario 6: School Does NOT Achieve AYP through Safe Harbor

**Section II: “SMALL” School (less than 30 students tested in current year)**

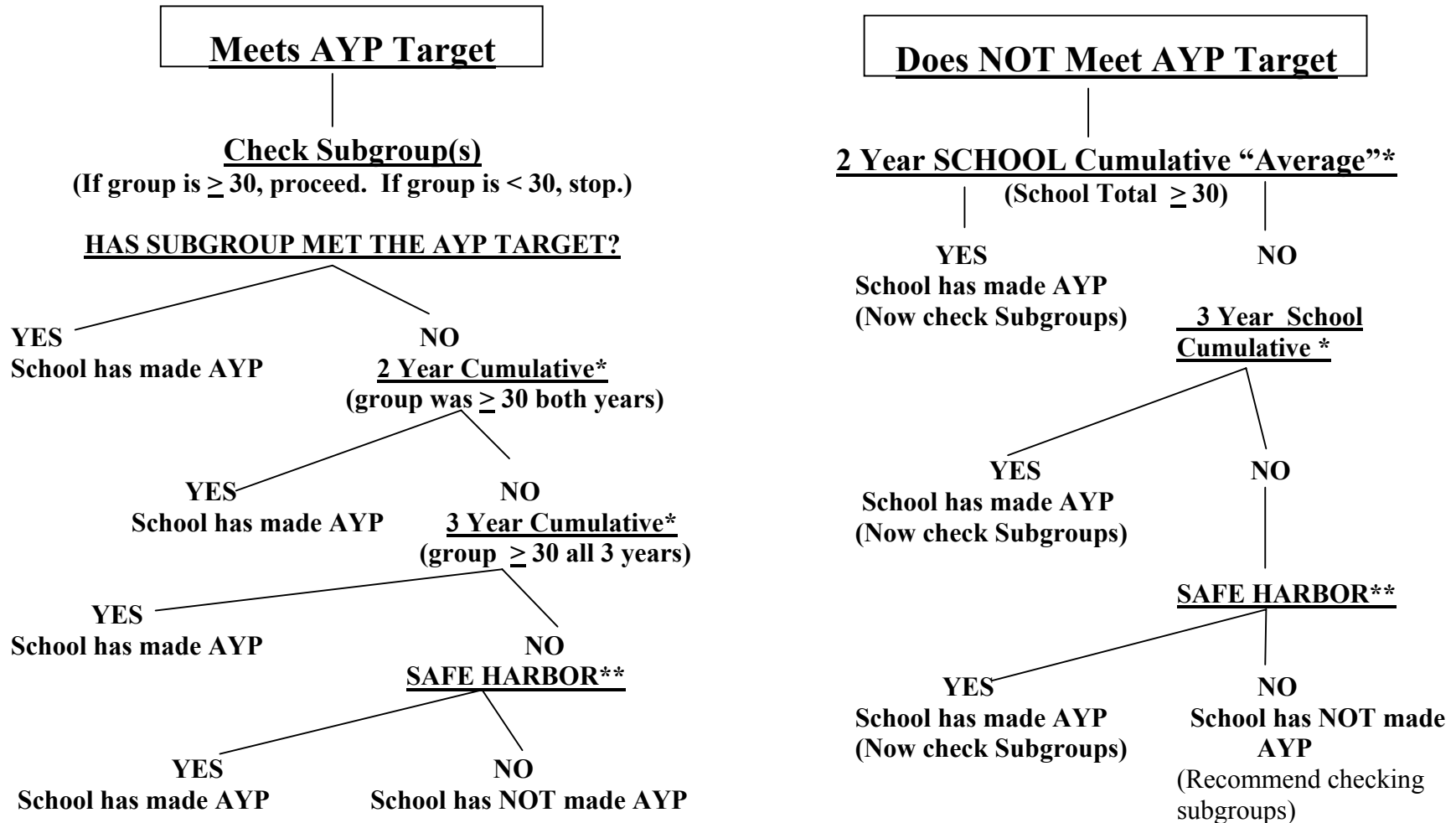
- Scenario 7: “SMALL” School Population AYP Calculation (Makes AYP)
- Scenario 8: “SMALL” School Population AYP Calculation (No AYP)

**Section III: Schools with 30 or more students tested AND 1 or more subgroups of 30 or more**

- Scenario 9: School with Subgroup(s) Achieves AYP in Current Year
- Scenario 10: School with Subgroup(s) that Does NOT Achieve AYP in Current Year
- Scenario 11: Safe Harbor Results in AYP for School with Subgroup(s)
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- Scenario 16: Safe Harbor Results in AYP for Subgroup
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- Scenario 18: Subgroup Does NOT Achieve AYP in Current Year AND Previous Year’s Subgroup < 30

## Achieving Adequate Yearly Progress for a School

NCLB 2002



\* **NOTE:** "Cumulative" divides the cumulative NUMBER of PROFICIENT students by the cumulative NUMBER of students tested (over 2 or 3 years).

\*\***NOTE:** "Safe Harbor" is a comparison of the PERCENTAGE of NON-PROFICIENT students over two, consecutive years.

## Calculating AYP Through Cumulative “Average”

Worksheet for \_\_\_\_\_ - \_\_\_\_\_

School: \_\_\_\_\_ Subgroup: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ GRADE: \_\_\_\_\_

**N = “Number Tested”**

**P = “Number Proficient”**

| Current Year: |    | Previous Year: |    | Previous Year: |    |
|---------------|----|----------------|----|----------------|----|
| P1            | N1 | P2             | N2 | P3             | N3 |
|               |    |                |    |                |    |

**P1 / N1 = % Proficient**

**(P1+P2) / (N1+N2)= % Proficient**

**(P1+P2+P3) / (N1+ N2+ N3)=% Proficient**

**Target:**

**Target:**

**Target:**

**AYP?**

**AYP?**

**AYP?**

**Conclusion:**

## SAFE HARBOR Calculation Worksheet

For \_\_\_\_\_ to \_\_\_\_\_

School: \_\_\_\_\_ Subgroup: \_\_\_\_\_

| Proficiency Level | Previous Year's Percentages | Current Year's Percentages |
|-------------------|-----------------------------|----------------------------|
| Level 1           |                             |                            |
| Level 2           |                             |                            |
| Level 3*          |                             |                            |
| Level 4 *         |                             |                            |

### \*Non-Proficient Levels

Step 1: Add Previous Year's Level 3 and Level 4 = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Step 2: Take 10% of that Total (Step 1) : \_\_\_\_\_ x 0.10 = \_\_\_\_\_ This is the TARGET.

Step 3: Add Current Year's Level 3 and Level 4 = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Step 4: Start with Previous Year's Total (step 1) and Subtract Current Year's Total (step 3) \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_  
This is the actual change or IMPROVEMENT PERCENTAGE.

Step 5: Compare the IMPROVEMENT PERCENTAGE (step 4) to the TARGET (step 2).

If the IMPROVEMENT PERCENTAGE (step 4) is LESS than the TARGET (step 2), AYP has NOT been achieved.

If the IMPROVEMENT PERCENTAGE (step 4) is EQUAL to or GREATER than the TARGET (step 2), AYP has been achieved.

**Conclusion:**

# **Calculating SCHOOL AYP Through Cumulative “Average” Answer Worksheet for Activity 1**

**School:** Example **Subgroup:** No

**SUBJECT:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**N = “Number Tested”**

**P = “Number Proficient”**

| <b>Current Year 02-03</b> |           | <b>Previous Year 01-02</b> |           | <b>Previous Year 00-01</b> |           |
|---------------------------|-----------|----------------------------|-----------|----------------------------|-----------|
| <b>P1</b>                 | <b>N1</b> | <b>P2</b>                  | <b>N2</b> | <b>P3</b>                  | <b>N3</b> |
| <b>12</b>                 | <b>40</b> | <b>14</b>                  | <b>35</b> | <b>20</b>                  | <b>36</b> |

**P1 / N1 = % Proficient**

**12/40 = 30%**

**Target: 38%**

**AYP? NO**

**(P1+P2) / (N1+N2)= % Proficient**

**26/75 = 34.6%**

**Target: 38%**

**AYP? NO**

**(P1+P2+P3) / (N1+ N2+ N3)=% Proficient**

**46/111 = 41.4 %**

**Target: 38%**

**AYP? YES**

**Conclusion:**

**School has achieved AYP from the 3 year, cumulative average.**

# **Calculating SCHOOL AYP Through Cumulative “Average” Answer Worksheet for Activity 2**

**School:** Example **Subgroup:** YES

**SUBJECT:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**N = “Number Tested”**

**P = “Number Proficient”**

| <b>Current Year 02-03</b> |           | <b>Previous Year 01-02</b> |           | <b>Previous Year 00-01</b> |           |
|---------------------------|-----------|----------------------------|-----------|----------------------------|-----------|
| <b>P1</b>                 | <b>N1</b> | <b>P2</b>                  | <b>N2</b> | <b>P3</b>                  | <b>N3</b> |
| <b>12</b>                 | <b>40</b> | <b>14</b>                  | <b>35</b> | <b>20</b>                  | <b>36</b> |

**P1 / N1 = % Proficient**

**12/40 = 30%**

**Target: 38%**

**AYP? NO**

**(P1+P2) / (N1+N2) = % Proficient**

**26/75 = 34.6%**

**Target: 38%**

**AYP? NO**

**(P1+P2+P3) / (N1+ N2+ N3)=% Proficient**

**46/111 = 41.4%**

**Target: 38%**

**AYP? YES**

**Conclusion:**

**School has achieved AYP from the 3 year, cumulative average. Now, check subgroup.**

**Calculating SUBGROUP AYP Through Cumulative “Average”  
Answer Worksheet for Activity # 2, Part 2**

**School:** Example      **Subgroup:** YES

**SUBJECT:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**N = “Number Tested”**

**P = “Number Proficient”**

| <b>Current Year 02-03</b> |           | <b>Previous Year 01-02</b> |           | <b>Previous Year 00-01</b> |           |
|---------------------------|-----------|----------------------------|-----------|----------------------------|-----------|
| <b>N1</b>                 | <b>P1</b> | <b>N2</b>                  | <b>P2</b> | <b>N3</b>                  | <b>P3</b> |
| <b>11</b>                 | <b>35</b> | <b>14</b>                  | <b>34</b> | <b>9</b>                   | <b>32</b> |

**P1 / N1 = % Proficient**

**11/35 = 31.4%**

**Target: 38%**

**AYP? NO**

**(P1+P2) / (N1+N2)= % Proficient**

**25/69 = 36.2%**

**Target: 38%**

**AYP? NO**

**(P1+P2+P3) / (N1+ N2+ N3)=% Proficient**

**34/101 = 33.7%**

**Target: 38%**

**AYP? NO**

**Conclusion:**

**Subgroup has NOT achieved AYP from the 3 year, cumulative average. The Safe Harbor Calculation is necessary.**

**SAFE HARBOR Calculation Worksheet/Answer Sheet  
For Activity #2, Part 3**

**School:**

**Subgroup:**

| <b>Proficiency Level</b> | <b>Previous Year's (01-02) %</b> | <b>Current Year's (02-03) %</b> |
|--------------------------|----------------------------------|---------------------------------|
| <b>Level 1</b>           | <b>24%</b>                       | <b>8%</b>                       |
| <b>Level 2</b>           | <b>18%</b>                       | <b>23%</b>                      |
| <b>Level 3*</b>          | <b>38%</b>                       | <b>37%</b>                      |
| <b>Level 4 *</b>         | <b>20%</b>                       | <b>32%</b>                      |

**\*Non-Proficient Levels**

**Step 1: Add Previous Year's Level 3 and Level 4 =  $38\% + 20\% = 58\%$**

**Step 2: Take 10% of that Total (Step 1):  $58 \times 0.10 = 5.8$  This is the TARGET.**

**Step 3: Add Current Year's Level 3 and Level 4 =  $37\% + 32\% = 69\%$**

**Step 4: Start with Previous Year's Total (step 1) and Subtract Current Year's Total (step 3):  $58\% - 69\% = -11\%$   
This is the actual change or IMPROVEMENT PERCENTAGE.**

**Step 5: Compare the IMPROVEMENT PERCENTAGE (step 4) to the TARGET (step2):  $-11\%$  compared to  $5.8\%$**

**If the IMPROVEMENT PERCENTAGE (step 4) is LESS than the TARGET (step 2), AYP has NOT been achieved.**

**If the IMPROVEMENT PERCENTAGE (step 4) is EQUAL to or GREATER than the TARGET (step 2), AYP has been achieved.**

**Conclusion:**

**AYP was NOT achieved through Safe Harbor by the subgroup.  
Therefore, the SCHOOL has NOT achieved AYP.**

## SCENARIO 1: School Achieves AYP in Current Year

4<sup>th</sup> Grade READING  
TOTAL “N” greater than 30  
ALL Subgroups less than 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| 2002-03 |    | 2001-02 |    | 2000-01 |    |
|---------|----|---------|----|---------|----|
| P1      | N1 | P2      | N2 | P3      | N3 |
| 18      | 35 |         |    |         |    |

**Percent Proficient (PP)**

P1 / N1

$18/35 = 51.4\%$

**Percent Proficient (PP)**

**Target (T) = 38%**

**AYP?** YES

**Percent Proficient (PP)**

**Target (T) = 38%**

**AYP?**

**School has achieved AYP by reaching the Target.  
Averaging and Safe Harbor are not necessary.**

## SCENARIO 2: School Achieves AYP through 2 Year Averaging

4<sup>th</sup> Grade READING  
TOTAL “N” greater than 30  
ALL Subgroups less than 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| <b>2002-03</b> |    | <b>2001-02</b> |    | <b>2000-01</b> |    |
|----------------|----|----------------|----|----------------|----|
| P1             | N1 | P2             | N2 | P3             | N3 |
| 10             | 35 | 20             | 38 |                |    |

**Percent Proficient (PP)**

P1 / N1

10/35 = 28.5%

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

30/73 = 41%

**Percent Proficient (PP)**

**Target (T) = 38%**

**Target (T) = 38%**

**Target (T) = 38%**

**AYP? NO**

**AYP? YES**

**AYP?**

**School has achieved AYP by reaching the Target through 2 Year Averaging.  
Neither 3 Year Averaging nor Safe Harbor is necessary.**

### SCENARIO 3: School Achieves AYP through 3 Year Averaging

4<sup>th</sup> Grade READING  
TOTAL “N” greater than 30  
ALL Subgroups less than 30

**Note:** N means “Number Tested”  
P means “Number Proficient”

| 2002-03 |    | 2001-02 |    | 2000-01 |    |
|---------|----|---------|----|---------|----|
| P1      | N1 | P2      | N2 | P3      | N3 |
| 10      | 35 | 15      | 38 | 25      | 40 |

**Percent Proficient (PP)**

P1 / N1

$$10/35 = 28.5\%$$

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

$$25/73 = 34.2\%$$

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

$$50/113 = 44.2\%$$

**Target (T) = 38%**

**Target (T) = 38%**

**Target (T) = 38%**

**AYP? NO**

**AYP? NO**

**AYP? YES**

**School has achieved AYP by reaching the Target through 3 Year Averaging.  
Safe Harbor is not necessary.**

## SCENARIO 4: School Does NOT Achieve AYP through 3 Year Averaging

4<sup>th</sup> Grade READING  
TOTAL “N” greater than 30  
ALL Subgroups less than 30

**Note:** N means “Number Tested”  
P means “Number Proficient”

| 2002-03 |    | 2001-02 |    | 2000-01 |    |
|---------|----|---------|----|---------|----|
| P1      | N1 | P2      | N2 | P3      | N3 |
| 10      | 35 | 15      | 38 | 12      | 40 |

**Percent Proficient (PP)**

P1 / N1

10/35 = 28.5%

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

25/73 = 34.2%

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

37/113 = 32.7%

**Target (T) = 38%**

**Target (T) = 38%**

**Target (T) = 38%**

**AYP? NO**

**AYP? NO**

**AYP? NO**

**School has NOT achieved AYP by the Target or through 3 Year Averaging.  
Safe Harbor IS necessary.**

## **SCENARIO 5:**

### **School Achieves AYP through Safe Harbor**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 32.4%       |
| <b>Level 3</b> | 41.2%       | 37.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
37.1% + 19.0% = 56.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 56.1% = 6.6%

**Step 5**      **Compare Improvement Percentage to Target**

**Is 6.6% greater than or equal to 6.3%? YES**

**Conclusion: The current percentage of students scoring in Non-Proficient levels has decreased by 10% or more. Therefore, the school made AYP through Safe Harbor.**

## **SCENARIO 6:**

### **School Does NOT Achieve AYP through Safe Harbor**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 19.4%       |
| <b>Level 3</b> | 41.2%       | 50.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
50.1% + 19.0% = 69.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 69.1% = –6.4%

**Step 5**      **Compare Improvement Percentage to Target**

**Is - 6.4% greater than or equal to 6.3%? NO**

**Conclusion:**

**School does NOT achieve AYP through Safe Harbor.**

## SCENARIO 7: “SMALL” School Population AYP Calculation

4<sup>th</sup> Grade READING  
TOTAL “N” less than 30  
ALL Subgroups less than 30

**Note:** N means “Number Tested”  
P means “Number Proficient”

| 2002-03 |    | 2001-02 |    | 2000-01 |    |
|---------|----|---------|----|---------|----|
| P1      | N1 | P2      | N2 | P3      | N3 |
| 3       | 7  | 5       | 12 | 6       | 12 |

**Percent Proficient (PP)**  
 $P1 / N1$

**Target (T) = 38%**

**AYP? Not sufficient to  
calculate. Combine with  
01-02.**

**Percent Proficient (PP)**  
 $(P1+P2) / (N1+N2)$

**Target (T) = 38%**

**AYP? Still not sufficient to  
calculate. Combine with  
00-01.**

**Percent Proficient (PP)**  
 $(P1+P2+P3) / (N1+N2+N3)$   
 $14/31 = 45.1\%$

**Target (T) = 38%**

**AYP? YES**

**School has achieved AYP through combining & averaging.**

## SCENARIO 8: “SMALL” School Population AYP Calculation (No AYP)

4<sup>th</sup> Grade READING  
TOTAL “N” less than 30  
ALL Subgroups less than 30

**Note:** N means “Number Tested”  
P means “Number Proficient”

| 2002-03 |    | 2001-02 |    | 2000-01 |    |
|---------|----|---------|----|---------|----|
| P1      | N1 | P2      | N2 | P3      | N3 |
| 3       | 7  | 5       | 12 | 2       | 12 |

**Percent Proficient (PP)**  
 $P1 / N1$

**Target (T) = 38%**

**AYP? Not sufficient to  
calculate. Combine with  
01-02.**

**Percent Proficient (PP)**  
 $(P1+P2) / (N1+N2)$

**Target (T) = 38%**

**AYP? Still not sufficient to  
calculate. Combine with  
00-01.**

**Percent Proficient (PP)**  
 $(P1+P2+P3) / (N1+N2+N3)$   
 $10/31 = 32.2\%$

**Target (T) = 38%**

**AYP? NO**

**Safe Harbor is not an option due to low numbers. For a building that does not reach AYP by 3 Year Averaging, an alternate means of determining AYP will be developed. If 3 years of data does not produce a group greater than or equal to 30 students, an alternate means of determining AYP will be developed.**

## SCENARIO 9: School with Subgroup(s) Achieves AYP in Current Year

### 4<sup>th</sup> Grade READING

TOTAL “N” greater than or equal to 30

Subgroup(s) greater than or equal to 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| <b>2002-03</b> |           | <b>2001-02</b> |           | <b>2000-01</b> |           |
|----------------|-----------|----------------|-----------|----------------|-----------|
| <b>P1</b>      | <b>N1</b> | <b>P2</b>      | <b>N2</b> | <b>P3</b>      | <b>N3</b> |
| 42             | 110       |                |           |                |           |

**Percent Proficient (PP)**

P1 / N1

42/110 = 38%

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

**Target (T) = 38%**

**AYP?**

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

**Target (T) = 38%**

**AYP?**

**AYP? YES**

**Averaging and Safe Harbor are not required.  
Check subgroups of 30 or more for AYP.**

## SCENARIO 10: School with Subgroup(s) that Does NOT Achieve AYP

### 4<sup>th</sup> Grade READING

TOTAL “N” greater than or equal to 30

Subgroup(s) greater than or equal to 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| <b>2002-03</b> |           | <b>2001-02</b> |           | <b>2000-01</b> |           |
|----------------|-----------|----------------|-----------|----------------|-----------|
| <b>P1</b>      | <b>N1</b> | <b>P2</b>      | <b>N3</b> | <b>P3</b>      | <b>N3</b> |
| 37             | 110       | 30             | 101       | 35             | 111       |

**Percent Proficient (PP)**

P1 / N1

37/110 = 33.6%

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

67/211 = 31.7%

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

102/322 = 31.6%

**Target (T) = 38%**

**Target (T) = 38%**

**Target (T) = 38%**

**AYP? NO**

**AYP? NO**

**AYP? NO**

**This school has NOT achieved AYP through the initial comparison to the Target OR by averaging. Safe Harbor IS necessary.**

## **SCENARIO 11:**

### **Safe Harbor Results in AYP for School with Subgroup(s)**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 32.4%       |
| <b>Level 3</b> | 41.2%       | 37.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
37.1% + 19.0% = 56.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 56.1% = 6.6%

**Step 5**      **Compare Improvement Percentage to Target**

**Is 6.6% greater than or equal to 6.3%? YES**

### **Conclusion:**

**School made AYP through Safe Harbor. Now the subgroup(s) must be reviewed.**

## **SCENARIO 12:**

### **Safe Harbor Does NOT Result in AYP for School with Subgroup(s)**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 19.4%       |
| <b>Level 3</b> | 41.2%       | 50.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
50.1% + 19.0% = 69.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 69.1% = –6.4%

**Step 5**      **Compare Improvement Percentage to Target**

**Is - 6.4% greater than or equal to 6.3%? NO**

### **Conclusion:**

**School does NOT achieve AYP through Safe Harbor.**

## **SCENARIO 12:**

### **Safe Harbor Does NOT Result in AYP for School with Subgroup(s)**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 19.4%       |
| <b>Level 3</b> | 41.2%       | 50.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
50.1% + 19.0% = 69.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 69.1% = –6.4%

**Step 5**      **Compare Improvement Percentage to Target**

**Is - 6.4% greater than or equal to 6.3%? NO**

### **Conclusion:**

**School does NOT achieve AYP through Safe Harbor.**

## SCENARIO 13: Subgroup Achieves AYP in Current Year

### 4<sup>th</sup> Grade READING

TOTAL “N” is greater than or equal to 30

Subgroup(s) is greater than or equal to 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| <b>2002-03</b> |           | <b>2001-02</b> |           | <b>2000-01</b> |           |
|----------------|-----------|----------------|-----------|----------------|-----------|
| <b>P1</b>      | <b>N1</b> | <b>P2</b>      | <b>N2</b> | <b>P3</b>      | <b>N3</b> |
| 15             | 35        |                |           |                |           |

**Percent Proficient (PP)**

P1 / N1

15/35 = 42.8%

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

**Target (T) = 38%**

**Target (T) = 38%**

**Target (T) = 38%**

**AYP? YES**

**AYP?**

**AYP?**

**This subgroup has made AYP.  
There is no need to resort to averaging or Safe Harbor.**

## SCENARIO 14:

### Subgroup Does NOT Achieve AYP in Current Year (Averaging)

#### 4<sup>th</sup> Grade READING

TOTAL “N” greater than or equal to 30

Subgroup(s) greater than or equal to 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| <b>2002-03</b> |    | <b>2001-02</b> |    | <b>2000-01</b> |    |
|----------------|----|----------------|----|----------------|----|
| P1             | N1 | P2             | N2 | P3             | N3 |
| 10             | 35 | 15             | 38 |                |    |

**Percent Proficient (PP)**

P1 / N1

10/35 = 28.5%

**Target (T) = 38%**

**AYP? NO**

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

25/73 = 34.2%

**Target (T) = 38%**

**AYP? NO**

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

**Target (T) = 38%**

**AYP?**

**This subgroup has NOT made AYP. For the 2001-02 MEAP AYP, only 2 Year Averaging for subgroups will be used.**

## SCENARIO 15: Subgroup Does NOT Achieve AYP after 2 Year Averaging

### 4<sup>th</sup> Grade READING

TOTAL “N” greater than or equal to 30

Subgroup(s) greater than or equal to 30

**Note:**     **N** means “Number Tested”  
              **P** means “Number Proficient”

| <b>2002-03</b> |    | <b>2001-02</b> |    | <b>2000-01</b> |    |
|----------------|----|----------------|----|----------------|----|
| P1             | N1 | P2             | N2 | P3             | N3 |
| 10             | 35 | 15             | 38 | 14             | 36 |

**Percent Proficient (PP)**

P1 / N1

10/35 = 28.5%

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

25/73 = 34.2%

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

39/109 = 35.7%

**Target (T) = 38%**

**Target (T) = 38%**

**Target (T) = 38%**

**AYP? NO**

**AYP? NO**

**AYP? NO**

**This subgroup has NOT made AYP by 3 Year Averaging.  
Now the Safe Harbor calculation will be applied.**

## **SCENARIO 16:**

### **Safe Harbor Results in AYP for Subgroup**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 32.4%       |
| <b>Level 3</b> | 41.2%       | 37.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
37.1% + 19.0% = 56.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 56.1% = 6.6%

**Step 5**      **Compare Improvement Percentage to Target**

**Is 6.6% greater than or equal to 6.3%? YES**

**Conclusion:**

**Subgroup made AYP through Safe Harbor. Therefore, school made AYP.**

## **SCENARIO 17:**

### **Safe Harbor Does NOT Result in AYP for Subgroup**

**Safe Harbor means a 10% or more decrease in Non-Proficient (Levels 3 & 4).**

|                | <b>2002</b> | <b>2003</b> |
|----------------|-------------|-------------|
| <b>Level 1</b> | 8.2%        | 11.5%       |
| <b>Level 2</b> | 29.1%       | 19.4%       |
| <b>Level 3</b> | 41.2%       | 50.1%       |
| <b>Level 4</b> | 21.5%       | 19.0%       |

**Step 1**      2002 Level 3 + 2002 Level 4 = **2002 % Total**  
41.2% + 21.5% = 62.7%

**Step 2**      2002 % Total x 10% (0.10) = **Target**  
62.7% x 0.10 = 6.3%

**Step 3**      2003 Level 3 + 2003 Level 4 = **2003 % Total**  
50.1% + 19.0% = 69.1%

**Step 4**      2002 % Total – 2003 % Total = **Improvement Percentage**  
62.7% – 69.1% = – 6.4%

**Step 5**      **Compare Improvement Percentage to Target**

**Is - 6.4% greater than or equal to 6.3%? NO**

### **Conclusion:**

**Subgroup did NOT achieve AYP through Safe Harbor.  
Therefore, school does NOT achieve AYP.**

**SCENARIO 18: Subgroup Does NOT Achieve AYP in Current Year  
and Previous Year's Subgroup is less than 30**

4<sup>th</sup> Grade READING

TOTAL "N" greater than or equal to 30

Subgroup(s) greater than or equal to 30

**Note:**     **N** means "Number Tested"  
              **P** means "Number Proficient"

| 2002-03 |    | 2001-02 |    | 2000-01 |    |
|---------|----|---------|----|---------|----|
| P1      | N1 | P2      | N2 | P3      | N3 |
| 10      | 35 | 12      | 28 |         |    |

**Percent Proficient (PP)**

P1 / N1

10/35 = 28.5%

**Target (T) = 38%**

**AYP? Not Applicable.**

**Percent Proficient (PP)**

(P1+P2) / (N1+N2)

**Target (T) = 38%**

**AYP? CANNOT calculate.**

**Percent Proficient (PP)**

(P1+P2+P3) / (N1+N2+N3)

**Target (T) = 38%**

**AYP?**

**No AYP calculation can be made for this subgroup as there are NOT two consecutive years of sufficient numbers (30 or more) to compare for purposes of averaging OR Safe Harbor.**

**ADEQUATE YEARLY PROGRESS (AYP)**

**Practice Activity  
# 1 and # 2**

**#1 “School WITHOUT Subgroups” and #2 “School WITH Subgroup”  
4<sup>th</sup> Grade Reading**

| <b>Proficiency Level</b> | <b>2002-03</b> | <b>Number of Students</b> | <b>2001-02</b> | <b>Number of Students</b> | <b>2000-01</b> | <b>Number of Students</b> |
|--------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| <b>Level 1</b>           | <b>10%</b>     | <b>4</b>                  | <b>15%</b>     | <b>5</b>                  | <b>25%</b>     | <b>9</b>                  |
| <b>Level 2</b>           | <b>20%</b>     | <b>8</b>                  | <b>25%</b>     | <b>9</b>                  | <b>30%</b>     | <b>11</b>                 |
| <b>Level 3</b>           | <b>30%</b>     | <b>12</b>                 | <b>25%</b>     | <b>9</b>                  | <b>25%</b>     | <b>9</b>                  |
| <b>Level 4</b>           | <b>40%</b>     | <b>16</b>                 | <b>35%</b>     | <b>12</b>                 | <b>20%</b>     | <b>7</b>                  |

**Number TESTED:**

**40**

**35**

**36**

**ADEQUATE YEARLY PROGRESS (AYP)**

**Practice Activity**

**#2, part 3**

**#2 “School WITH Subgroup”**

**part 3 “SAFE HARBOR ILLUSTRATION” for Subgroup  
4<sup>th</sup> Grade Reading**

| <b>Proficiency Level</b> | <b>2002-03</b> | <b>Number of Students</b> | <b>2001-02</b> | <b>Number of Students</b> | <b>2000-01</b> | <b>Number of Students</b> |
|--------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| <b>Level 1</b>           | <b>8%</b>      | <b>3</b>                  | <b>24%</b>     | <b>8</b>                  | <b>10%</b>     | <b>3</b>                  |
| <b>Level 2</b>           | <b>23%</b>     | <b>8</b>                  | <b>18%</b>     | <b>6</b>                  | <b>20%</b>     | <b>6</b>                  |
| <b>Level 3</b>           | <b>37%</b>     | <b>13</b>                 | <b>38%</b>     | <b>13</b>                 | <b>30%</b>     | <b>11</b>                 |
| <b>Level 4</b>           | <b>32%</b>     | <b>11</b>                 | <b>20%</b>     | <b>7</b>                  | <b>40%</b>     | <b>12</b>                 |

**Number TESTED:**

**35**

**34**

**32**

**ADEQUATE YEARLY PROGRESS (AYP)**

**Practice Activity**

**#2, part 2**

**#2 “School WITH Subgroup”**

**part 2 Subgroup Information**

**4<sup>th</sup> Grade Reading**

| <b>Proficiency Level</b> | <b>2002-03</b> | <b>Number of Students</b> | <b>2001-02</b> | <b>Number of Students</b> | <b>2000-01</b> | <b>Number of Students</b> |
|--------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| <b>Level 1</b>           | <b>8%</b>      | <b>3</b>                  | <b>24%</b>     | <b>8</b>                  | <b>10%</b>     | <b>3</b>                  |
| <b>Level 2</b>           | <b>23%</b>     | <b>8</b>                  | <b>18%</b>     | <b>6</b>                  | <b>20%</b>     | <b>6</b>                  |
| <b>Level 3</b>           | <b>37%</b>     | <b>13</b>                 | <b>38%</b>     | <b>13</b>                 | <b>30%</b>     | <b>11</b>                 |
| <b>Level 4</b>           | <b>32%</b>     | <b>11</b>                 | <b>20%</b>     | <b>7</b>                  | <b>40%</b>     | <b>12</b>                 |

**Number TESTED:**

**35**

**34**

**32**

## **Frequently Asked Questions about Adequate Yearly Progress (AYP)**

### **1. Will Adequate Yearly Progress (AYP) be calculated for every school in the state?**

Yes. All public schools and public school academies will receive an annual adequate yearly progress report whether or not they are Title I schools. A school's AYP may have a direct impact on its grade in *Education YES!*; however, only Title I schools are subject to No Child Left Behind consequences.

### **2. What are the requirements for a *school* to make AYP?**

A school must test 95% of its students in total and in each required subgroup. The school must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category of achievement by 10% ("safe harbor"). In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools. These achievement goals must be reached for each subgroup that has at least 30 students in the group.

### **3. What are the requirements for a *district* to make AYP?**

The district must test 95% of the students in total and in each required subgroup. The district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category of achievement by 10% ("safe harbor"). In addition, the district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools. These achievement goals must be reached for each subgroup that has at least 30 students in the group. Subgroups are figured for the district's AYP. *Education YES! grades are only given to schools and may be affected by AYP results.*

### **4. What are the required subgroups for No Child Left Behind?**

The required subgroups are economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. These are reported separately when at least 30 students in a subgroup are tested on any MEAP assessment.

### **5. Are Limited English Proficient (LEP) students held to the same expectations as other subgroups for the AYP requirements?**

Limited English Proficient (LEP) students are held to the same standard as the other subgroups identified by NCLB legislation. All subgroups must meet the target achievement goal or reach the "safe harbor" standards in order to meet the AYP requirements.

**6. Can a district make AYP when some Title I schools in the district do not make AYP in all subgroups?**

Yes. The district's AYP status is based on the same formula, but is applied to the aggregate data of the district's Title I schools. The district will receive AYP reports for both Title I and non-Title I schools.

**7. How are the percentages of students who met or did not meet the proficient level of achievement on the MEAP tests determined?**

For MEAP tests with four levels of achievement, levels one and two (exceeds or meets state standards) are added together to form the proficient category. Levels three and four (basic and apprentice) are added together to form the non-proficient category.

For MEAP tests with three levels of achievement, the top level is the proficient category of achievement. Levels two and three are added together to form the non-proficient category.

**8. Where will schools that do not have grade levels tested by MEAP get their AYP?**

When only one school feeds into another school, AYP will be assigned from the receiving school to the feeder school. The feeder school will have an opportunity to appeal the assigned AYP if the feeder school has other appropriate assessment data. When there are multiple feeder schools, the district may assign the AYP status based on the MEAP results from the receiving school. Beginning in 2004-05, this will only affect K-2 buildings since all other grades will be taking the MEAP.

**9. How will small schools with less than 30 students taking the MEAP receive an AYP?**

In order to determine AYP, small schools will average the results of students in each category at each grade level tested over 2 or 3 years until the number of 30 tested is reached.

**10. Are attendance and graduation rates being included as criteria in the AYP Reports for 2001-2002?**

No. Attendance and graduation rates will not be used as criteria in the AYP reports for 2001-2002; however, they will be used in the AYP reports for 2002-2003 and thereafter.

**11. If a school has been opened within the last year, where will the school get its AYP status?**

If the school does not make the target achievement percentage, the school will receive an AYP advisory for the first year only. It will not have an official AYP determination until two years of data have been accumulated for that school.

**12. For what core subjects will AYP be computed this year?**

Only reading and mathematics will be included in the 2001-2002 AYP report. For 2002-2003, AYP will be computed for English language arts and mathematics at elementary, middle and high schools.

**13. Do all students have to take the MEAP test?**

All students must take the MEAP test or an alternative assessment that is part of the state's assessment system.

**14. What does the 95% testing requirement mean?**

Ninety-five percent of the students enrolled in each grade level tested must be tested on the MEAP or an alternative assessment that is part of the state's assessment system.

**15. How is the 95% of the enrollment determined?**

The Michigan Department of Education will select a date during the testing window as the official enrollment count date. Ninety-five percent of the students enrolled on that date must take the MEAP assessments or specified alternative assessments.

**16. Will the 95% enrollment requirement be used in determining the 2001-2002 AYP report?**

No. It will take effect in 2002-2003.

**17. How is a school identified for improvement?**

Failing to make AYP for two consecutive years in either reading or mathematics will result in a school being identified for improvement.

**18. How does a school that has been identified for improvement become no longer identified?**

A school must meet AYP requirements for two years in a row.

**19. Under what circumstances may a district or public school academy delay the implementation of consequences required by NCLB as a result of failure to make AYP?**

A district or public school academy may delay the implementation of a consequence for a period not to exceed one year if the school makes AYP for one year.

**20. How does a district determine how much to spend per student for supplemental educational services and transportation?**

The district must divide its Title I allocation by the census poverty count to get a per pupil amount. A district is not required to use more than 20% of its Title I allocation for supplemental educational services and transportation.

**21. Where does the district find its census poverty count?**

The census poverty count for every district is listed on the Office of Field Services website. Go to <http://www.michigan.gov/mde>. Click on “keywords” at the top of the screen. Click on OFS allocations for 2002-03. Click on Title I, Part A. Look for your district and find the column for census poverty count.

**22. Where does a school get its building AYP report?**

All AYP reports are sent to the district superintendent’s office.

**23. Who do we contact if we have questions about the information on our AYP report?**

Contact your regional consultant in the Office of Field Services, Michigan Department of Education.

**24. Will the AYP report be available to the public?**

The districts and public school academies have thirty days to appeal the AYP report if it appears to be incorrect. Once all of the corrected AYP information is sent to Washington, then it will be posted on the Michigan Department of Education website.

# WINTER 2003

## ADEQUATE YEARLY PROGRESS WORKSHOP EVALUATION

|                                                                                                   | Did not meet<br>Expectations |   |   | Met<br>Expectations |   |
|---------------------------------------------------------------------------------------------------|------------------------------|---|---|---------------------|---|
|                                                                                                   | 1                            | 2 | 3 | 4                   | 5 |
| 1. The meeting provided information that will be useful<br><i>Indicate most useful topics:</i>    | 1                            | 2 | 3 | 4                   | 5 |
| 2. The information provided was thorough and clearly presented<br><i>Comments:</i>                | 1                            | 2 | 3 | 4                   | 5 |
| 3. The information was presented in an effective manner<br><i>Comments:</i>                       | 1                            | 2 | 3 | 4                   | 5 |
| 4. The presenters were well informed about the topics<br><i>Comments:</i>                         | 1                            | 2 | 3 | 4                   | 5 |
| 5. I am better prepared for my responsibilities as a result of this workshop.<br><i>Comments:</i> | 1                            | 2 | 3 | 4                   | 5 |
| 6. Please indicate any additional information that you would have liked included in the meeting:  |                              |   |   |                     |   |
| 7. Please indicate topics that you think need additional clarification:                           |                              |   |   |                     |   |
| 8. Suggestions to improve the workshop:                                                           |                              |   |   |                     |   |

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Title of your current position \_\_\_\_\_  
 Number of years in current position \_\_\_\_\_  
 Meeting Site \_\_\_\_\_  
 Name (optional) \_\_\_\_\_  
 District Name (optional) \_\_\_\_\_

**I would like to schedule an appointment with my consultant.**

**Phone number** \_\_\_\_\_